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ABSTRACT

The final evaluation of the Elementary and Secondary Education Act Title I Migrant Program in the Austin, Texas Independent School District is reported. The program consisted of instructional, student recruitment, parental involvement, health services, and clothing components. The instructional component included programs for pre-kindergarten children, secondary level (sixth grade and above) reading classes and secondary oral language development classes. The purpose of the recruitment and involvement component was to identify and register migrant children and to establish local Parental Advisory Councils. Health service activities included medical and dental treatment for students referred by a pediatric nurse practitioner. Funds to purchase clothing for needy migrant children comprised the clothing component. Evaluation of the program served three purposes: (1) to define the population served and to identity its needs; (2) to determine how the program was being implemented; and (3) to determine if the program met its objectives. The evaluation centered on needs assessment data, process data, outcome data, and miscellaneous data. This material is presented as answers and supportive data to a series of 44 questions including data obtained from parents, teachers, and administrators. (MH)

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FINAL EVALUATION REPORT
1976-1977
Title I Migrant Program

June 30, 1977

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I
ABSTRACT

EVALUATION OF TITLE I MIGRANT, 1976-77

Description of Program

The Title I Migrant Program is a federally funded program designed to meet the special educational needs of migrant students. A migrant child is defined as "a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

Austin's Migrant Program was initially funded for 1976-77 at $239,751. When additional monies became available, the program was expanded. The final funding level was $387,250.

The Migrant Program had three instructional components; a Pre-kindergarten Component for four-year-olds, a "secondary" (sixth grade and above) Reading Component, and a secondary Oral Language Development Component. The Pre-kindergarten Component had five self-contained classes. Three were located at Oak Springs; Mathews and Metz had one each. Migrant teachers were hired to implement the Reading and Oral Development Components at five schools; Travis Heights, Allan, Fulmore, Martin, and Johnston. In most cases these teachers had their own classrooms where they would see students to provide supplementary instruction. Migrant students who did not receive the services of a Migrant teacher were assumed to be served by another compensatory program within the District.

In addition to instructional components the Migrant Program had components for recruitment and parental involvement, health services, and clothing. The primary tasks of the personnel hired under the Recruitment and Parental Involvement Component was the identification and registration of migrant students, the establishment of local campus Parental Advisory Councils, and assistance in the implementation of the other support components. The Health Services Component employed a Pediatric Nurse Practitioner and had funds for the medical and dental treatment for migrant students upon referral by the nurse. The Clothing Component had funds for the purchase of clothing for migrant students who showed a need.

Evaluation Purposes

The Migrant Evaluation had three major purposes. The first was to clearly define the population served and to identify their needs; i.e., to determine where the migrant students went to school, what their attendance and achieve-

ment patterns were like, and what teachers, principals, and parents saw as their greatest needs. The second purpose was to determine how the program was being implemented. The third purpose was to see whether or not the Migrant Program met its attendance and achievement objectives.

Evaluation Activities

The total budget for the Migrant Evaluation was $21,935. The personnel hired for the Migrant Evaluation were a full-time evaluator, a half-time V.O.E. clerk typist and 2% of the time of a senior evaluator, a data report specialist, a secretary, and a programer/analyst. A variety of activities were undertaken to provide the needed information. Migrant students served by a teacher were pre- and posttested with achievement measures. Additional achievement data collected by the District testing program was also analyzed separately for all migrant students. Attendance data from 1975-76 and 1976-77 was gathered. Systematic classroom observations were conducted in all migrant classes. Principals and teachers were interviewed. Questionnaires were given to parents and students. In addition several other information sources were used to provide information relevant to evaluation questions.

Evaluation Findings

By March 1, 1977, 930 migrant students, enrolled in some 50 public and private schools in Austin, had registered with the Migrant Program. Although they attended 50 public and private schools, they tended to be concentrated (83%) in sixteen schools in East and South Austin.

The achievement of Austin's migrant students is at about the national average at the end of the first grade. The migrant students quickly fall far behind, however. By the fifth grade they are achieving at a lower level than 80% of the students in the country. Furthermore, there is a slight but consistent decline throughout the remaining seven grades. Migrant students also appear to consistently score lower than other students in their schools.

The attendance pattern of migrant students in Austin is different from the pattern typically found in other areas where the migrant students do not enter school until late in the fall semester and leave school early in the spring term. In 1975-76, 88% of the migrant students entered on the first day of school and 85% withdrew on the last day. Seventy-one percent were enrolled for the full 180 days. On the average they attend about 86% of the days they are enrolled.

Language dominance scores, as measured by the PAL Oral Language Dominance Measure, showed that 16% were Spanish dominant, 40% were English dominant, and 37% were bilingual.

Classroom observations revealed that the Oral Language Development Component was implemented at a very low level. The Reading and Pre-kindergarten Com-

ponents seemed to be implemented at satisfactory levels. Secondary migrant classes averaged 35 minutes in length. Students spent about 44% of their time reading, 9% in Oral Language Development activities, and 30% in other instructional tasks. Spanish was found to be used 17% of the time at the pre-kindergarten level and 8% of the time at the secondary level. Three of the five secondary teachers were not Spanish-speaking.

None of the attendance or achievement objectives were met. While students in pre-kindergarten appear to be learning the concepts in their curriculum, students at the secondary level continue to fall farther behind other students in the District and the nation. The secondary students showed an average gain of .7 months per month of instruction in reading vocabulary and .8 months per month of instruction in reading total score on the California Achievement Tests' Reading Test.

Three quarters of the migrant students were served instructionally by either a Migrant teacher or another compensatory education program. Twenty-nine percent above the pre-kindergarten level were served by more than one compensatory program.

By the middle of May, 101 students received clothing, and 105 were given medical or dental treatments provided by the Migrant Program.

Migrant teachers received staff development primarily through local District workshops, and staff development sessions which were sponsored at the regional, state, and national levels by other agencies for persons working with migrant students. The Migrant Program sponsored one workshop on oral language development for secondary Migrant teachers.

The Migrant Student Record Transfer System (MSRTS) clerks were efficient in submitting Identification/Eligibility forms to the Region XIII Educational Service Center for processing.

Dental and/or health care were seen by students, parents, Migrant teachers, and principals as the most important non-instructional needs of migrant students.

About 80% of the parents of migrant students reported first learning of the program through one of two sources; a Migrant Program community representative (43%), or other migrant parents or friends (37%).

Summary

The 1976-77 Migrant Program experienced a change in administration which resulted in increased focus on identifying all migrant students, assessing thoroughly their needs, and planning new directions for increased delivery of services both instructional and supportive to migrant students.

II

DECISION QUESTIONS ADDRESSED

INTRODUCTION

In the proper context, the decision questions for an evaluation are formulated by the decision makers involved, with technical assistance from the evaluation staff during the design phase of the evaluation. Evaluation then serves the decision-making process by providing information relevant to those questions and assisting the appropriate administrators to arrive at a recommendation concerning the decision. Ultimate responsibility for making the decisions always rests with the particular decision-makers charged with that responsibility.

O.R.E. provides the relevant decision-makers and administrators in the District with a copy of the decision questions and evaluation findings. These administrators will have responsibility for making recommendations which will be forwarded to the Board of Trustees.

A. SYSTEM-LEVEL QUESTIONS

1. Should AISD operate a special program for migrant students?

   RELEVANT FINDINGS:

   The Migrant Program in Austin serves students from pre-kindergarten (four-year-olds) through high school. As of March 1, 1977, 930 migrant students had been registered with the Migrant Program for 1976-77 which represents about a 50 student increase over the previous year. They were enrolled in 50 public and private schools throughout the District although they tended to concentrate in schools in East and South Austin. About 83% of the students were found in sixteen schools. All together they attended 27 District elementary schools, all eleven junior high schools, and seven high schools.

   Migrant students in Austin appear to decline in their percentile ranking as they progress through the grades. This year's first grade migrant students scored at the 49th and 45th percentiles in reading and math respectively on the California Achievement Tests (CAT). Achievement scores decline from the first grade through the eighth grade as indicated by the median percentile ranking at each grade. The migrant students at grades 9-12 scored at about the same percentile level as the migrant students in grades 4-8. Somewhat inconsistent with the downward trend is the finding that kindergarten migrant students did not score at as high of a percentile as first grade students. The median Boehm Test of Basic

Concepts score for migrant kindergarten students for the last three years (25) was at the fiftieth percentile for students from a low socioeconomic background and at the twentieth percentile for students from a middle socioeconomic background. The difference in percentiles between kindergarten and first grade may be a function of difference in the tests (Boehm and CAT) and their norm groups.

In schools with sufficient numbers of migrant students for comparisons to be made, migrant students consistently scored lower than non-migrant students. Boehm Test scores for migrant and non-migrant students at Becker show an apparent advantage for non-migrant students. Although no statistical tests were performed, migrant students appeared to score lower in 24 of 28 comparisons made using CAT Reading and Math Total scores. The same trend appears to carry over into the high schools where 15 of 18 comparisons based on STEP Reading, Math Computation, and Math Basic Concepts scores favored non-migrant students.

At the high school level it was possible to compare the achievement of the migrant students at Johnston who had a Migrant Program teacher with that of students at Travis who did not have a Migrant Program teacher. Six of the nine possible comparisons favored students from Johnston. Since a statistical test was not done it is not known whether or not these differences are due to chance.

An analysis of the attendance records of 394 students served by the Migrant Program in 1975-76 showed that 88% of these students entered school on the first day. A total of 89% had entered by September first. Eighty-five percent of the students were still enrolled on the last day of class. Two hundred eighty-one or 71% were enrolled for the full 180 days. It is clear from these data that many of the Austin migrant students are not typical migrants in the sense that they do not enter school late in the fall and leave early in the spring term as do migrant students in some other districts. On the average they are enrolled in Austin for about 167 days a year. When their absence rate of about 14% of days enrolled is considered, they only attended school about 29 weeks. (An absence rate of 14% is not highly atypical for the schools most of these students attend.) Twenty-nine is probably fewer days than a comparable group of non-migrant students.

The implementation of the instructional components at the "secondary" level (sixth grade and above) left much to be desired. During observation periods, 20% of the scheduled classes were not held. When the classes did meet, they lasted for about 35 minutes on the average. The two instructional components at the secondary level were reading and oral language development (OLD). During the classes the migrant students spent about 44% of their time reading; however, oral language development accounted for only 9% of their time. Students spent 30% of their time in other instructional tasks. The observations also revealed a low level of Spanish being spoken in the classroom. Spanish was spoken only 8% of the time, and there

were no minutes during which Spanish was the only language spoken. Spanish was the predominant language during only 2 (1%) of the minutes of observation. This pattern of usage seems to suggest that Spanish is used primarily for emphasis or clarification, but not as a major instructional tool. Three of the five secondary Migrant teachers are not Spanish-speakers.

Classroom observations at the pre-kindergarten level indicated a higher level of implementation of planned activities. The pre-kindergarten students spent from 30 to 45 minutes a day engaged in activities that are a part of the Southwest Educational Development Lab's curriculum. Again the level of Spanish usage was found to be low, especially for a bilingual curriculum. Spanish was found to be used only about 17% of the time. The low level of Spanish usage found in both the secondary and pre-kindergarten observations may be more of a reflection of the student population served than a criticism of the way the teachers were conducting their classes.

As described below, none of the five attendance or achievement objectives of the Migrant Program for 1976-77 were met.

1. The objective for the Pre-kindergarten Component was that 90% of the students would reach mastery on each item of the final mastery test. The final mastery test for which data is available shows the students reaching mastery on seven of the twelve items. Therefore, the objective was not met.

2. The Migrant Program did not meet its Oral Language Development Component objective that 60% of the students would show 1.0 months growth per month of instruction in vocabulary. The average gain per month of instruction was .7 months.

3. A very similar situation existed for the reading objective that 60% of the students would show 1.0 months growth per month of instruction in reading. The average reading total score gain was .8 months per month of instruction.

4. The Clothing Component had two attendance objectives, neither of which was met. The objective for high attenders in 1975-76 was that 80% would maintain their high attendance. The results showed that 75% did maintain the necessary attendance level.

5. The objective for low attenders was that at least 60% would increase their attendance in 1976-77 by 10%. The results showed that only about 24% gained 10% or more.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 1,2,3,4,5,6,7, and 11.

B. PROGRAM-LEVEL DECISION QUESTIONS

2. At what grade levels should the Migrant Program operate?

RELEVANT FINDINGS:

As was mentioned in reporting on the previous decision question, most of the 930 migrant students in Austin attended sixteen schools located primarily in East and South Austin. The number of students per grade ranges from about 100 at the pre-kindergarten level to 18 at the twelfth grade. Most migrant students in Austin do not arrive late in the fall semester or leave early in the spring.

The achievement figures reported for the previous question bear on this decision question also. As a brief summary, it can be noted that migrant students in Austin decline in their percentile ranking as they progress through the grades. The decline appears to be rather steep at first, leveling off about the fourth or fifth grade. Migrant students generally achieve at a lower level than do the other students in their schools.

For 1976-77 the Migrant Program had teachers at the pre-kindergarten level, and at grades six through twelve. Migrant students at grades K through six were supposed to be served by another compensatory education program such as Title I Regular or Title VII Bilingual. Sixth grade students without a Migrant teacher were supposed to be served by the State Compensatory Education Program. Migrant students at the secondary level who were not served by a Migrant Program teacher were supposed to be served by the ESAA Reading Program. As of March 1, 1976, analyses showed that 513 or 62% of the identified migrant students were not receiving the services of the Migrant Program. Two hundred eighty-eight or 57% of these students were served by another program. This left about 225 or 24% of all identified migrant students as not being served by a compensatory program. Two hundred thirty-eight or 29% of the 828 migrant students above pre-kindergarten were served by a least two programs.

When Migrant Program teachers and principals with Migrant Program teachers in their schools were asked at what level the Migrant Program should operate, the general response was that it should operate at all grade levels. When pressed to give a priority to the grades, the general result was that the early grades were seen as most important.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, and 15.

3. What should be the instructional thrust and organization at these grade levels?

RELEVANT FINDINGS:

The achievement findings also bear on this decision question. In summary, it should be noted that the reading and math achievement levels of the migrant students are consistently lower than those of other students in their schools. The median percentile rankings for migrant students decline sharply for the first few grades then level off after grades four or five. Former Migrant pre-kindergarten students achieve on about the same level as Title I designated students on the Boehm Test upon entry into kindergarten.

Language dominance scores, as measured by the PAL Oral Language Dominance Measure, for 67 migrant students showed that 16% were Spanish dominant, 40% were English dominant, and 37% were bilingual. When compared with the students served by the Title VII Bilingual Program, a larger percentage of migrant students are Spanish dominant and bilingual and a smaller percentage are English dominant; however, 77% of the migrant students were either English dominant or bilingual.

The Oral Language Development Component of the Migrant Program was implemented at a low level. Students apparently spent only about 9% of their time in migrant class working on oral language development activities. Forty-four percent of their time was spent in reading. Thirty percent of their time was spent on other instructional tasks. Spanish was spoken only 8% of the time on the average.

Classroom observation at the pre-kindergarten level indicated a higher level of implementation. The pre-kindergarten students spent from 30 to 45 minutes a day engaged in activities that are a part of the Southwest Educational Development Lab's curriculum. Spanish was spoken only about 17% of the time in these classes.

Oral language development was felt by the Migrant Program teachers to be the most important subject at all three levels; pre-kindergarten and kindergarten, elementary, and secondary. Reading and math were also thought to be important at both the elementary and secondary levels.

The principals with pre-kindergarten classes in their schools agreed that the current instructional thrust at their level is appropriate to the needs of the students.

All secondary principals with Migrant Program teachers in their schools felt that the emphasis on reading and oral language development should continue at the secondary level. As a group the principals were generally satisfied with the organizational structure of the Migrant Program on their campuses.

The parents of migrant students felt that reading, individual tutoring in regular studies, and bilingual education should be emphasized by Migrant teachers.

Migrant students chose reading and career education as subjects that should be taught in the migrant classes.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 2, 11, 13, 16, 17, 18, 19, and 21.

4. What ancillary services should the program provide?

RELEVANT FINDINGS:

Evaluation findings show that, as of mid-May, at least 101 students received clothing purchased with migrant funds in 1976-77. Over half (57) of these students were in pre-kindergarten.

As of the middle of May, 105 migrant students had received medical and/or dental treatment provided through Migrant Program funds. A total of 281 students were given health screenings by the Migrant Program nurse and/or a regular school nurse. Seventy-five students received dental treatments.

Providing students with clothing and health care apparently did not improve attendance. Students who had been low attenders in 1975-76 improved their attendance by only .4% on the average in 1976-77. High attenders showed a 4% gain in attendance.

The local campus Parent Advisory Councils were not established at a functioning level in 1976-77. Only five meetings were held and two of these were at one school. The parents at two schools did not have any opportunity to attend a local PAC meeting.

Although the District-wide Parent Advisory Council was more fully implemented than in the previous year, the attendance by migrant parents was low. A total of only 35 parents (duplicated count) attended during the year.

Most of the time the Parent Involvement Specialist and the community representatives spent out of the office was spent making home visits (74%) and school visits (21%). Most home visits were probably for the purpose of registering students. School visits were for such purposes as delivering messages from the Migrant Program office, attending PAC meetings, meeting with teachers to discuss students to receive clothing, etc.

Dental and/or health care were seen by students, parents, Migrant teachers, and principals as the most important non-instructional needs of the migrant students. Clothing was less highly rated. Fifty-three percent of the parents questioned felt that the school should contact the parents when their child is absent. The Migrant teachers at sixth grade and above felt that improved attendance was a very important need of their students. Two of the pre-kindergarten teachers would like to see classes provided for parents in subjects such as nutrition and how to help children with their learning at home. Increased parental involvement was seen by several principals as a very important need.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, and 34.

5. How should staff development for the Migrant Program be conducted?

RELEVANT FINDINGS:

The component which provided the basis for several of the evaluation questions developed for this decision question was dropped by amendment during the year. Most of these evaluation questions were related to specific performance objectives in the component. With the voiding of the component, the performance objectives were removed from the activities of the Migrant Program and consequently were not carried out.

Only one staff development workshop was sponsored for the Migrant teachers by the Migrant Program. It was a workshop on oral language development for the secondary teachers. Compared to how teachers in AISD have rated workshops in the past, this workshop was rated very low in terms of how well it met its objectives and how knowledgeable and prepared the consultant was.

The Migrant teachers also attended local District workshops with regular District teachers and staff development sessions at the regional, state, and national levels sponsored by other agencies for persons working with migrant students.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 35, 36, 37, 38, 39, and 40.

6. How should migrant students be identified and recruited for the Migrant Program?

RELEVANT FINDINGS:

Before their children can receive the services of the Migrant Program, parents must complete an Eligibility/Identification form certifying that their children meet the definition of a migrant child. Locating migrant families and getting the forms completed was a major task of the Parent Involvement Specialist and the community representatives, especially in the fall.

As of March 1, 1977, some 930 migrant students had been registered with the Migrant Program. They were found at all grade levels in fifty public and private schools in the District. They were enrolled in 27 District elementary schools, all eleven junior highs, and seven high schools. They were also enrolled in two private schools in Austin, St. Mary's and St. Ignatius. Nine hundred thirty students is an increase of about 50 students from 1975-76. The only grade to decrease in numbers was the twelfth.

When the eligibility forms are completed, they are sent to the Region XIII Educational Service Center by the Migrant Student Record Transfer System (MSRTS) clerk for transmission to the MSRTS data bank in Little Rock, Arkansas. The data bank then transmits "Blue Forms" back to the District. As of the middle of May, only 29 of more than 930 Blue Forms had not been returned from the data bank. These 29 forms were primarily for students who had been registered for the upcoming summer school program. They were all registered after March 1, 1977. It would appear that the MSRTS clerks have been efficient in getting the Eligibility/Identification forms submitted to the Service Center this year.

About eighty percent of the parents of migrant students report first learning of the program through one of two sources; a Migrant Program community representative (43%), or other migrant parents or friends (37%). When a sample was asked for suggestions for improving the recruitment process, they responded with the following suggestions.

1. Make announcements about the program in churches.
2. Make announcements about the program in the schools.
3. Inform the public through newspaper, radio, and television announcements.
4. Ask migrant parents if they know of other migrant families.

Migrant teachers and principals with a Migrant teacher on their campuses were asked how they thought the recruitment and identification process could be improved. They responded with the following suggestions.

1. At school registration time:
   a. have interested parents sign up for later interviews by community representatives, and
   b. publicize the program through a booth manned by a community representative.

2. Arrange for stories about the program to be placed in all appropriate neighborhood newspapers.

3. Have in-house people (registrar, counselors, etc.) alert to the possibility that late arriving students may be migrants.

4. Recruit through classroom announcements with an accompanying attempt to show the importance of the migrant worker to food production.

5. Have a specific person within each school interview all late arriving students to determine why they enroll late.

6. Attach a note to each migrant student's folder so that the migrant designation moves with him from school to school.

7. Use local radio stations and community newspapers to inform parents about the Migrant Program.

8. Better coordinate the recruitment activities of the Migrant Program with the activities of other agencies which deal with migrant students.

9. Hire personnel with a closer relationship with the migrant community.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 5, 6, 7, 34, 41, 42, 43, and 44.

III

PROJECT DESCRIPTION

A. PROGRAM DESCRIPTION

The Title I - Migrant Program in the Austin Independent School District is a federally funded program designed to meet the special educational needs of migrant students. Funds to aid in the education of migrant students are made available to the states based on the number of students who are home-based within each state. The states then allocate funds to local education agencies. The level of funding for Texas districts for the 1976-77 school year was based on the number of migrant students registered within each school district. A migrant child is defined as "a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

Austin's Migrant Program was initially funded for 1976-77 at $239,751. In late November, 1976, the District was notified by Education Commissioner Brockette that additional funds had been released by the federal government and that amendments were being accepted to upgrade current programs. The Migrant Program responded in January with an amendment which deleted several of the initial components, and expanded others. The program's funding level was raised to $387,250.

The application to TEA for migrant funding was developed as a number of components which describe the needs of the migrant students, the activities the Migrant Program will employ to meet those needs, and the student outcomes to be expected as a result of the activities. As a way of describing the program, the components will be described below including any changes that were made by amendment.

Recruitment of New Students and Parental Involvement

The personnel originally funded under this component consisted of one Parent Involvement Specialist, two community representatives, and one Migrant Student Record Transfer System (MSRTS) Clerk. Each year the Migrant Program must locate and register all migrant students in Austin. Beginning in the late summer, the Parent Involvement Specialist and the community representatives, using the previous year's list of migrant students, visit the students' homes in order to get their parents to complete a Certificate of Eligibility/Identification. In signing this form the parents certify that the student has met the definition of a migrant student. In talking with the parents, community representatives can sometimes learn about other migrant families that have not been registered. Signing up students is a continuous process although the activity is the heaviest during the fall.

The Parent Involvement Specialist and the community representatives are also responsible for establishing local campus Parent Advisory Councils on campuses with migrant students and a District-wide Parent Advisory Council made up of representatives from the local PACs.

When migrant students are registered with the District their names are sent to the Migrant Student Record Transfer System data bank in Little Rock, Arkansas. It is the MSRTS clerk's job to see that the information is entered in the system. She is also responsible for updating the records as new information becomes available and for preparing and updating lists of students by school and family. With the amendment, an additional clerk was hired.

The January amendment increased the number of community representatives. In March the Parent Involvement Specialist and the community representatives moved to the Kealing Learning Center along with the Title I - Regular parental involvement group. The Migrant Program then assumed 50% of the salary of the Parent Involvement secretary.

Instructional Components

The placement of Migrant teachers on school campuses is determined by the number of migrant students at the campuses and the willingness of the principals to accept a migrant teacher. The Migrant Program began the school year with teachers on six campuses, Oak Springs (pre-kindergarten), Mathews (pre-kindergarten), Travis Heights Sixth Grade School, Allan Junior High, Martin Junior High, and Johnston High School. Teachers were later added at Metz (pre-kindergarten) and Fulmore Junior High. See Figure III-1 for the number of migrant students enrolled by grade in the schools with a Migrant teacher.

The original application contained five instructional components intended to meet the needs of migrant students. These were the Pre-Kindergarten Component, the Secondary Reading Component, the Secondary Oral Language Development Component, the Multicultural and Bilingual Education Component, and the Staff Development Component. The pre-kindergarten program was designed to meet the needs of four-year-old migrant students. The other four components were designed to meet the needs of migrant students in grades six through twelve on campuses with a Migrant teacher. Migrant students in grades kindergarten through six were assumed to be served by other compensatory programs such as Title I Regular, Title VII Bilingual, and the State Compensatory Education Program. Those students in grades seven through twelve who were not on a campus with a Migrant teacher were assumed to be served by the ESAA Reading Program.

In the amendment process, the Multicultural and Bilingual Education Component and the Staff Development Components were dropped. The Staff Development Component was subsumed under each of the other components. An Elementary Oral Language Development Component was added in the amendment to serve those students (K-6) in schools with a high concentration of migrant students who were not being served by another compensatory program. As of May 1st, however, no staff had been hired under this component.

Figure III-1: SCHOOLS WITH A MIGRANT TEACHER.

School	Number of Teachers	Number of Migrant Students Enrolled by Grade								
		Pre-k	6	7	8	9	10	11	12	Total
Mathews	1	20	-	-	-	-	-	-	-	20
Metz	1	20	-	-	-	-	-	-	-	20
Oak Springs	3	60	-	-	-	-	-	-	-	60
Travis Heights	1	-	39	-	-	-	-	-	-	39
Allan	1	-	15	24	25	-	-	-	-	64
Fulmore	1	-	-	26	38	-	-	-	-	64
Martin	1	-	13	14	17	-	-	-	-	44
Johnston	1	-	-	-	-	39	37	18	13	107

Pre-Kindergarten: During the fall semester, three classes met at Oak Springs and one at Mathews. In January, an additional class was added at Metz. Each class consisted of a teacher, an aide, and twenty students. Late in the school year, a paid parent aide was added to each class. Because the four-year-olds are scattered across much of the city, they were bused to the campuses.

The pre-kindergarten program used Level II of the Southwest Educational Development Laboratory's Bilingual Early Childhood Program. The general objectives of which are to improve oral language and to further develop basic concepts. Additionally, math, science, health, physical education, music, and field trip activities were used. At Oak Springs, early childhood education students from the University of Texas worked one or two days a week as aides.

Grades Six Through Twelve: Reading and oral language development were the areas of emphasis in grades six through twelve. As a rule the teachers worked with small groups of migrant students who were pulled from their regular classes (usually reading or English) for special instruction. At Allan, the Migrant teacher began the year working in a team teaching arrangement with a reading teacher whose classes consisted for the most part of migrant students. Because the arrangement was not in strict compliance with TEA guidelines, the Migrant teacher was later given a room of her own. The teachers at Martin, Johnston, and Travis Heights also had rooms of their own. The teacher at Fulmore met with her students in the library or in the small office she shared with another person. There was no consistent or uniform curriculum from school to school. With some students, the teachers worked primarily as tutors, helping them with assignments from their reading or English classes. In other cases, the teachers coordinated their work with regular classroom teachers so as to supplement regular instruction. And in other cases, the teachers planned entirely independent activities. Oral language development was implemented primarily through the discussion of stories read.

Health Services: Under the Health Services Component, the Migrant Program had funds for the treatment of migrant students by dentists and medical doctors. Any migrant student served instructionally by the Migrant Program or any of the other compensatory education programs in the District was eligible for these services. At the time of the amendment, a Pediatric Nurse Practitioner (RN) and a clerk were added to the component. Some of the duties of the Migrant Nurse were as follows:

a. Provide medical screenings to migrant students and make referrals to physicians and dentists as necessary.

b. Coordinate her activities with those or regular school nurses to insure that all migrant students were screened.

c. Provide relevant medical information to the MSRTS clerks for entry into the MSRTS data bank.

d. Provide counseling and health education for the students and their parents.

Clothing: Through the clothing component the Migrant Program had funds for providing some students with clothing. The purchase of clothing was implemented primarily by recruitment and parental involvement personnel upon referral by Migrant teachers.

B. CONTEXT DESCRIPTION

For the purpose of this report, context description is defined as anything that is happening in the project and anything which happened prior to the project's start which has had any relevant bearing on the project's implementation or outcomes.

The influences which meet the definition above are numerous. They range from federal government guidelines to local community attitudes toward education. However, only a few influences directly relevant to the school environment and the program administration will be described.

School Characteristics

The typical migrant student in Austin is a Mexican-American child from a low income family living in East or South Austin. Figure III-2 shows how the five schools with Migrant teachers for grades 6-12 stand in regard to four major characteristics. The schools with pre-kindergarten classes are not considered in this figure because the pre-kindergarten children do not necessarily reside within their school's attendance zone. They are at least to some extent set apart from the rest of the school; therefore, as a group they may not share the characteristics of the other students in their schools.

From Figure III-2 it is clear that the schools are largely Mexican-American (from 42% to 87%) in population. About 93% of the migrant students served by the Migrant Program are Mexican-American. Anglo students are in the minority in each of the schools (1% to 47%). These schools have a higher percentage of low income students than any other schools of their grade range in the District. Travis Heights has a higher percentage of low income students than any other sixth grade center. Allan, Martin, and Fulmore are the three poorest junior high schools respectively, and Johnston has a higher percentage of students from low income families than any other high school. When all 81 schools in the District are considered, these five schools all rank in the poorest twenty-five.

These schools also rank lowest in achievement for their respective grade levels. Figures III-3 and III-4 show the median percentile levels for each grade for each of these schools. The median percentile is the percentile score that divides a group of students into an upper 50% and a lower 50%. The median is similar to what one might think of as the average achievement of a group. The median percentile for the national norm group was the fiftieth percentile. It is clear from Figures III-3 and III-4 that as a group the students in schools with a migrant teacher score well below the national average.

Finally, the average attendance of the students in most of these five schools is below the district average of 90 to 95 percent.

Figure III-2: MEMBERSHIP, AVERAGE ATTENDANCE, ETHNIC COMPOSITION, AND PERCENTAGE OF LOW INCOME STUDENTS FOR SCHOOLS WITH A MIGRANT TEACHER (GRADES 6-12).*

School	Average Membership	Average Attendance	Ethnic Composition Black	Mex.-Am.	Anglo	Percentage Low Income	Rank
Travis Heights	722	93%	81 (11)	305 (42)	346 (47)	48.29%	23
Allan	704	86%	240 (34)	453 (65)	7 (1)	85.89%	12
Fulmore	964	90%	96 (10)	462 (47)	417 (43)	38.60%	24
Martin	998	84%	97 (10)	876 (87)	27 (3)	84.50%	13
Johnston	1289	87%	409 (30)	943 (68)	31 (2)	63.46%	19

*Average Membership - Average of membership values for the first five six-weeks, 1976-77.

Average Attendance - Sum of the average attendance figures for the first five six-weeks divided by the sum of the membership values for the first five six-weeks.

Ethnic Composition - Numbers in parenthesis are percentages.

Percentage Low Income - Percentage of students residing in attendance area.

Rank - Position when all 81 schools were ranked from highest percentage (1) to lowest percentage (81).

Figure III-3: 1975-76 CALIFORNIA ACHIEVEMENT TEST RESULTS - MEDIAN PERCENTILES.

School and Grade	CAT Reading Total	CAT Math Total
Travis Heights		
6	34	31
Allan		
6	13	12
7	14	18
8	17	20
Fulmore		
7	34	26
8	33	29
Martin		
6	13	15
7	16	15
8	13	17

Figure III-4: 1975-76 SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS - MEDIAN PERCENTILES.

School & Grade	Reading	Math Computation	Math Concepts
Johnston			
9	12	10	17
10	9	14	18
11	10	14	17
12	9	12	19

Program Administration

From the middle of August when the teachers returned to work until the middle of November, the Migrant Program was without a Migrant Coordinator. As a result, the Migrant teachers received no direct supervision during that period. After beginning with the District, a large part of the Coordinators time was filled with administrative details, the January amendment, and 1976-77 application. During the spring, the Migrant Coordinator moved into a new position as Title I/Title I-Migrant Administrator which left the Coordinator's position empty. While these changes should in the long-term benefit the Migrant Program, the short-term consequences have been reduced supervision of Migrant Program activities on the campuses.

C. EVALUATION DESCRIPTION

The Migrant Evaluation for 1976-77 was the first evaluation of the Migrant Program in the District to employ a full time evaluator. The evaluation was initially funded at $20,885.62. The January amendment raised the total to $21,935.62 or about 6% of the total Migrant Program budget. Thus with the increase in migrant monies with the approval of the January amendment, the Migrant Evaluation was funded some $16,000 below the District's guidelines for adequate funding of evaluation for special programs. The evaluation personnel funded by the component were as follows:

1 Senior Evaluator	2% for 230 days
1 Evaluator	100% for 219 days
1 Data Report Specialist	2% for 210 days
1 Instructional Administrative Clerk/Evaluation Secretary	2% for 230 days
1 Programmer/Analyst	2% for 230 days
1 VOE Clerk/Typist	20 hrs/week for 36 weeks and 40 hrs./week for 4 weeks

The figures above reflect the number of working days budgeted. Due to late funding, the actual number of days worked by some employees was fewer than the number listed.

The resources of the Migrant Evaluation were concentrated on gathering and disseminating four kinds of data; needs assessment data, process data, outcome data, and miscellaneous data.

What has been referred to above as miscellaneous data (for lack of a better name) consists of data collected and reported to the Migrant Program staff for the purpose of meeting some specific (usually administrative) need. This is opposed to the other three types of data that have a more general function in program planning, implementation, or correction. The major example of miscellaneous data for 1976-77 was a listing of migrant students throughout the District and the compensatory education programs serving each student. This information was useful to the Coordinator for determining which migrant students in schools without a migrant teacher were eligible for ancillary services. (A migrant student not served instructionally by the Migrant Program must be served by another compensatory instructional program in order to qualify for ancillary services.)

One of the major tasks of the Migrant Evaluation was the gathering and dissemination of needs assessment data. The preparation of a comprehensive needs assessment is an important step in the development of educational programs to meet the needs of local students. The Migrant Evaluation contributed to the development of a comprehensive needs assessment for compensatory programs in general (published as the Needs Assessment for the Preparation of 1977-1978 Applications for Compensatory Programs) and published a needs assessment specifically for the Migrant Program, the Needs Assessment for the Preparation of the 1977-1978 Migrant Program Application. The development of the needs assessment was especially important this year and will grow to be of even greater importance in the future because the

Texas Education Agency is moving away from funding migrant programs around the state solely on the number of migrant students resident within the districts. Beginning with the 1977-78 school year and continuing through the 1981-82 school year, the weight given to evaluative results (evaluation findings on how well performance objectives have been met) and program quality indicators (the extent to which needs are clearly identified, and appropriate programs planned to meet those needs) will increase so that by 1981-82 the levels of program funding will be based entirely on these factors.

Process data provide information about how well the activities proposed for a program are being implemented. Some process information was reported to the Coordinator during the year in formative memos. Other data is reported for the first time in this document. Process data was collected using information sources such as the following:

a. classroom observations,

b. principal and teacher interviews,

c. parent and student questionnaires, and

d. travel logs kept by community representatives.

Outcome data provide information concerning the impact of the program on student achievement and attendance. In addition to a variety of achievement measures, other data such as the number of students given health screenings and attendance data were gathered to assess outcomes.

In addition to publishing this report, the accompanying Technical Report, and the needs assessment described above, the Migrant Evaluation also completed an Annual Evaluation Report for the Texas Education Agency.

IV
EVALUATION FINDINGS

EVALUATION QUESTIONS

1. Is the Migrant Program meeting its student achievement and attendance objectives as stated in the 1976-1977 CASFA?

   ANSWER: No. None of achievement or attendance objectives were met.

   ACHIEVEMENT OBJECTIVES:

   1. Upon completion of the 1976-77 school year, 90% of the four-year old Migrant Program participants will reach the mastery level on each of the items of the final, Level II Mastery Test of the SEDL Early Childhood Program.

      LEVEL OF ATTAINMENT: Not achieved. Although more than 90% of the students achieved mastery on some items, because mastery was not achieved on all items, the objective was not met.

      SUPPORTIVE DATA:

      SEDL Mastery Tests

      Figures IV-1 and IV-2 show the degree to which the objective was attained for each item on Mastery Tests I and II of the SEDL curriculum. The students reached the objective for five of the twelve items on Mastery Test I, and for seven of the twelve items on Mastery Test II.

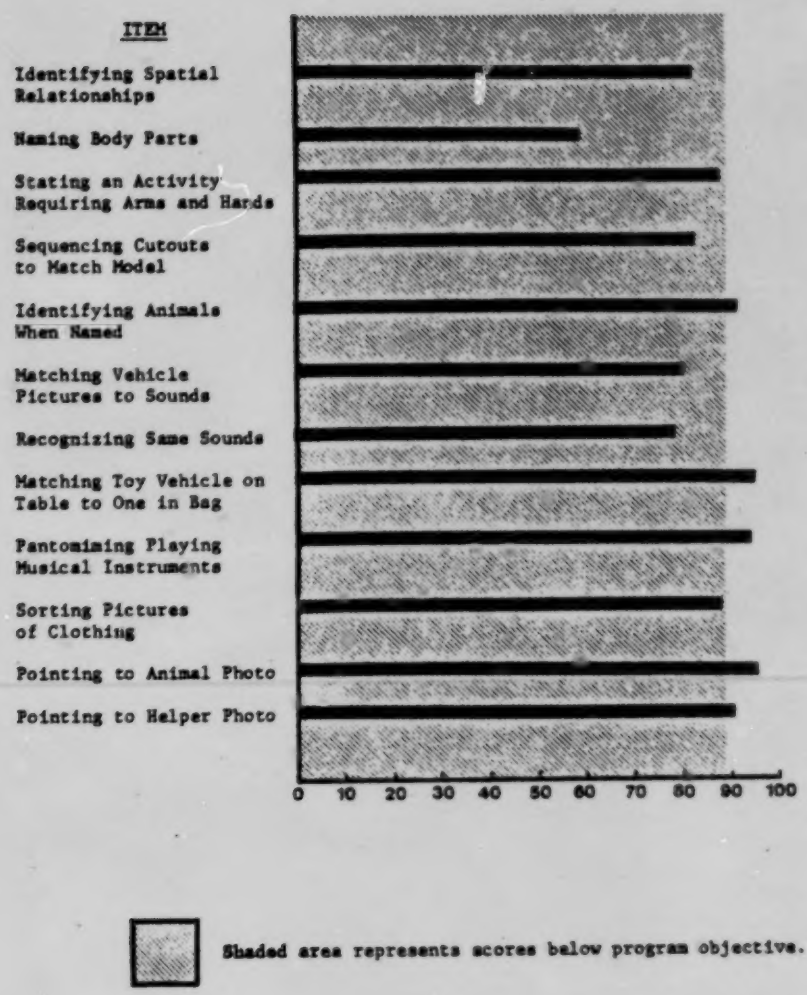
   2. Sixty percent of secondary migrant students will demonstrate at least a one month gain in vocabulary skills as measured by the CAT for each month of instruction.

      LEVEL OF ATTAINMENT: Not achieved.

      SUPPORTIVE DATA:

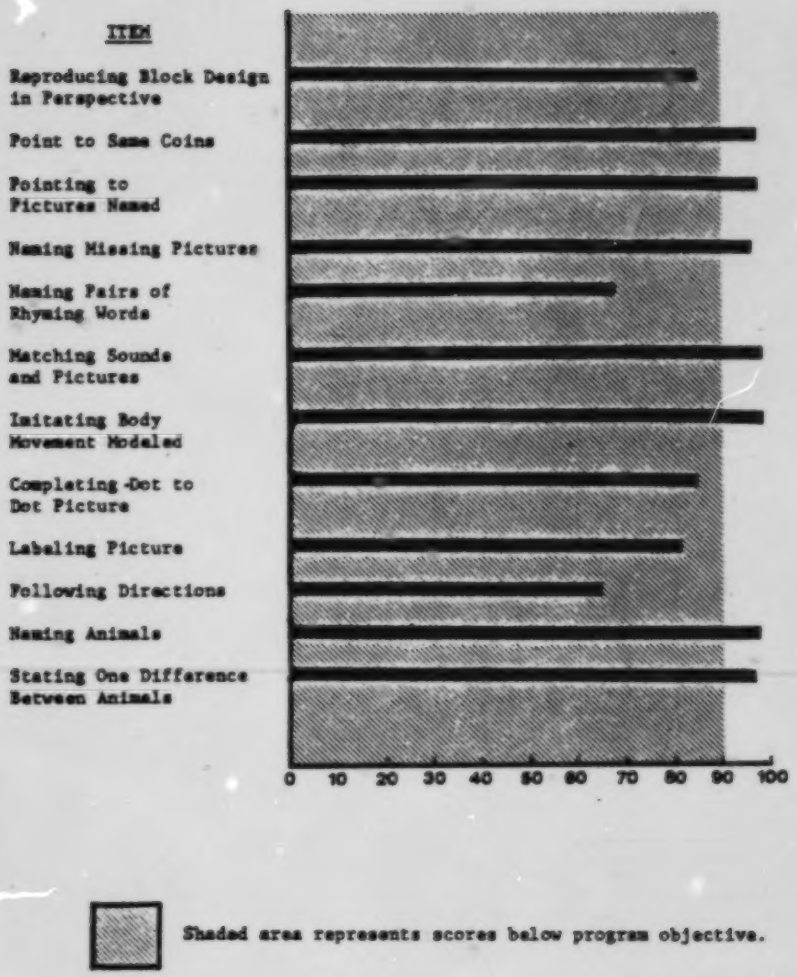
      Figure IV-3 shows the percentage of students who achieved the objective of one month growth per month of instruction by grade. The shaded area of the graph represents percentages below the objective. It is clear from the figure that the objective was not met at any grade level. Overall, the average gain in vocabulary was .7 months per month of instruction.

Figure IV-1: PERCENTAGE OF STUDENTS REACHING MASTERY ON THE ITEMS OF MASTERY TEST I.


ITEM
Identifying Spatial Relationships
Naming Body Parts
Stating an Activity Requiring Arms and Hands
Sequencing Cutouts to Match Model
Identifying Animals When Named
Matching Vehicle Pictures to Sounds
Recognizing Same Sounds
Matching Toy Vehicle on Table to One in Bag
Pantomiming Playing Musical Instruments
Sorting Pictures of Clothing
Pointing to Animal Photo
Pointing to Helper Photo
0 10 20 30 40 50 60 70 80 90 100

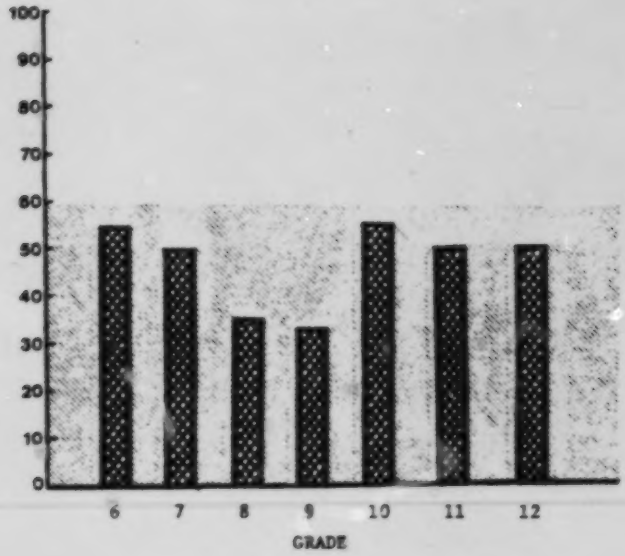
Shaded area represents scores below program objective.

Figure IV-2: PERCENTAGE OF STUDENTS REACHING MASTERY ON THE ITEMS OF MASTERY TEST II.


ITEM
Reproducing Block Design in Perspective
Point to Same Coins
Pointing to Pictures Named
Naming Missing Pictures
Naming Pairs of Rhyming Words
Matching Sounds and Pictures
Imitating Body Movement Modeled
Completing Dot to Dot Picture
Labeling Picture
Following Directions
Naming Animals
Stating One Difference Between Animals
0 10 20 30 40 50 60 70 80 90 100

Shaded area represents scores below program objective.

Figure IV-3: PERCENTAGE OF STUDENTS GAINING ONE MONTH PER MONTH OF INSTRUCTION - CALIFORNIA ACHIEVEMENT TESTS READING VOCABULARY.



Shaded area represents scores below program objective.

3. Sixty percent of secondary migrant students will increase their skill in reading as demonstrated by a one month grade equivalent gain on the CAT Reading (combined Vocabulary and Comprehension scores) component per month of instruction.

   LEVEL OF ATTAINMENT: Not achieved.

   SUPPORTIVE DATA:

   Achievement Test

   More than 60% of the students in the 10th grade did gain one month per month of instruction; however, at the other grade levels the percentage making the gain was below the objective. The average gain in total reading was .8 months per month of instruction. Figure IV-4 shows how close each grade came to meeting the objective.

ATTENDANCE OBJECTIVES:

1. At least 80% of the secondary migrant students who attended at least 90% of their registered days in 1975-76 will also attend 90% of their registered days in 1976-77.

   LEVEL OF ATTAINMENT: Not achieved. Although 75% of the students with attendance rates of 90% or above maintained their high attendance the objective of 80% was not met.

   SUPPORTIVE DATA:

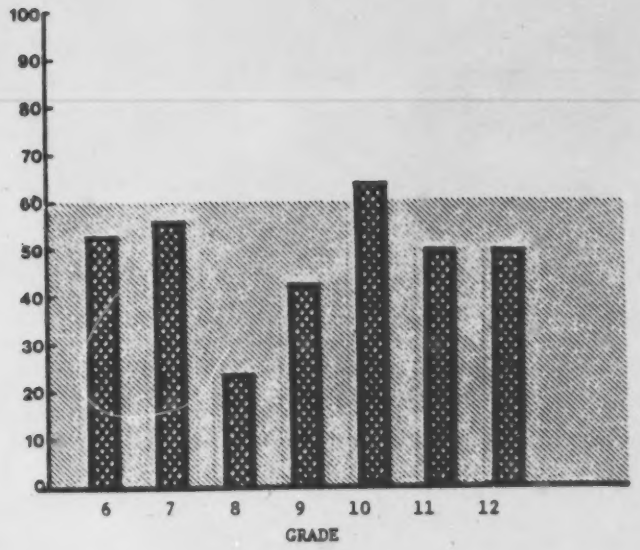
   Migrant Student Attendance Forms

   In order to examine the attendance of migrant students a file containing the 1975-76 attendance of 394 students served by the Migrant Program that year was created. Another file containing the attendance (for the first five six weeks) of students served by a Migrant teacher in 1976-77 was also created. Students were then located for whom records existed in both files. Seventy-five percent of the high attenders in 1975-76 were found to maintain their high level of attendance in 1976-77. Figure IV-5 graphically demonstrates their results.

2. At least 60% of the secondary migrant students who attended fewer than 90% of their registered days in 1975-76 will improve their attendance by 10% in 1976-77.

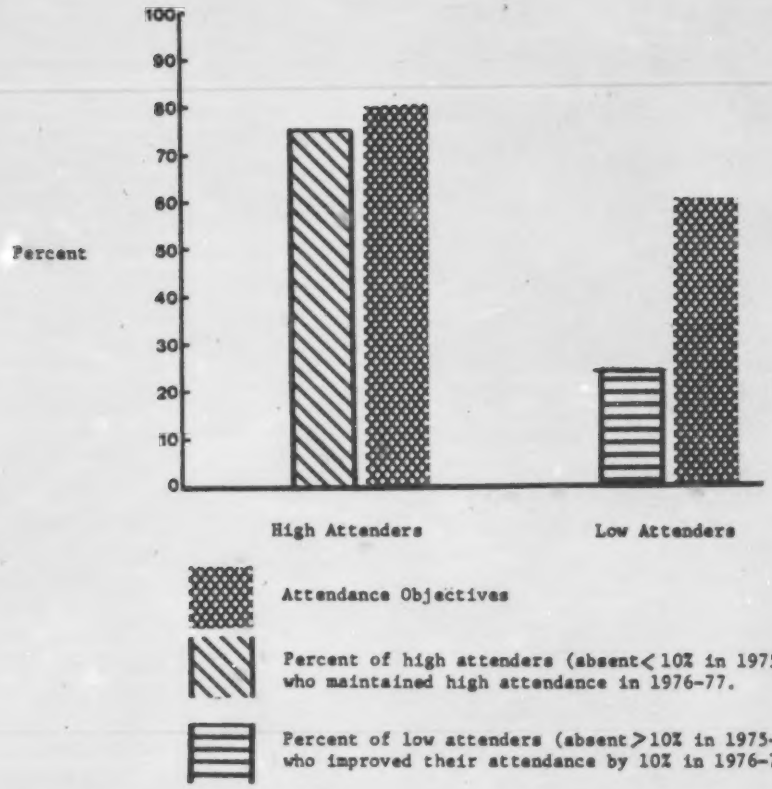
   LEVEL OF ATTAINMENT: Not achieved.

Figure IV-4: PERCENTAGE OF STUDENTS GAINING ONE MONTH PER MONTH OF INSTRUCTION - CALIFORNIA ACHIEVEMENT TESTS READING TOTAL.



Shaded area represents scores below program objective.

Figure IV-5: ATTENDANCE OBJECTIVES AND PERCENTAGE OF STUDENTS ACHIEVING OBJECTIVES.



SUPPORTIVE DATA:

Migrant Student Attendance Forms

When the files described under attendance objective number one were analyzed, it was found that only 23.5% of the secondary migrant students who had been low attenders in 1975-76 improved their attendance by 10% in 1976-77. The average low attender did not improve at all in 1976-77.

2. To what extent are the instructional components of the Migrant Program being implemented in the classroom?

ANSWER: Both the Pre-Kindergarten Component and the Secondary Reading Component were implemented to a high degree. The Secondary Oral Language Component was implemented at a very low level.

SUPPORTIVE DATA:

Pre-Kindergarten Classroom Observations

Classroom observations showed that the pre-kindergarten migrant students spent about 53% of their morning instructional time engaged in activities that were part of the SEDL curriculum. This translates into from 30 to 45 minutes a day depending on the amount of time set aside by the teacher. The teachers' schedules showed that they usually planned a time for remediation or make-up in the afternoons as well.

The observations showed, however, that Spanish was used only about 17% of the time. This low level of Spanish usage in a program with a bilingual curriculum is somewhat surprising. It may be more of a reflection of the student population, however, than a criticism of the way the teachers are conducting their classes. The migrant students in Austin may have a greater command of the English language than the rural or semirural migrant students for whom the curriculum was developed. Another factor to keep in mind is that all of the observations took place late in the school year. It is possible that the amount of Spanish used was greater in the early months of the year.

Classroom Observations - Grades Six Through Twelve

Observations showed that scheduled migrant classes did not meet twenty percent of the time during the two observation months. When classes did meet they lasted for about 35 minutes on the average. During that time the migrant students spent about 44% of their time reading; however, oral language development (OLD) accounted for only 9% of their time. The students spent 30% of their time in other instructional tasks such as working on math or grammar or doing art work. Thirteen percent of the time they were not engaged in instructional activities. The amount of time spent on reading would seem to indicate that the Reading Component was being fully implemented. Had the 30% of the time spent on "other instruction" been spent on oral language development, then the Oral Language Development Component would have been fully implemented.

Perhaps the most surprising finding of the observations was that Spanish was spoken only 8% of the time. There were no minutes during which Spanish was the only language spoken, and Spanish was the predominant language during only 2 (<1%) of the minutes. English with Spanish interspersed was spoken 7% of the time. This pattern of usage seems to suggest that Spanish is used primarily for emphasis or clarification, but not as a major instructional tool. However, only two of the five teachers are probably Spanish speakers. When only those observations

done in the classes of the teachers with Spanish surnames are considered, the percentage of minutes during which Spanish was interspersed increased to 22%. Exactly when Spanish is spoken and for what purposes is not revealed by the observations. It would seem appropriate to investigate these aspects of the program in the future through interviews and observations. That the Spanish-speaking teachers evidently find it useful, at least to a certain extent, to speak Spanish in the classroom suggests that giving special consideration to Spanish speaking applicants for the position of Migrant teacher should be explored.

Migrant Teachers' Lesson Plans

Not all teachers kept lesson plans in a form that was useful for determining the amount of time planned for oral language development. Inspection of those that were kept in forms that lent themselves to analysis, however, showed that the teachers planned oral language activities for an appreciable number of the days examined (the values ranged from 21% to 100%). However, observation data strongly suggest that very little OLD activity occurred.

3. How does the achievement of migrant students compare with that of non-migrant students in their schools?

ANSWER: In those schools with sufficient numbers of migrant students for comparisons to be made, migrant students consistently scored lower than non-migrant students. Boehm test scores for migrant and non-migrant students at Becker showed an apparent advantage for non-migrant students. Although no statistical tests were performed, migrant students in grades 1-8 appeared to score lower in 24 of 28 comparisons using California Achievement Test Reading and Math Total scores. The same trend appears to carry on into the high schools where 15 of 18 comparisons based on STEP Reading, Math Computation, and Math Basic Concepts scores favored non-migrants.

SUPPORTIVE DATA:

Boehm Test of Basic Concepts

When the Boehm test scores for 18 migrant students currently enrolled at Becker were compared with a sample of 20 non-migrant students from Becker in the same grades, the migrant students were found to average 25.4 on the test; the non-migrants averaged 29.1. Although this figure may not be statistically significant it is consistent with the pattern found at other grades. These tests were administered to the students as they entered kindergarten.

California Achievement Tests

In order to determine how migrant students compared to other students in their schools, there needed to be sufficient numbers of students at each grade level. Only five schools, Becker, Travis Heights, Allan, Martin, and Fulmore, had at least five students at each grade level. Therefore, the analyses were limited to those schools. Figures IV-6 through IV-10 compare migrant and non-migrant students on their reading and math total scores according to the median percentile for the groups. The obtained median scores for 24 of the 28 comparisons were higher for the non-migrants than for the migrant students. Although no statistical analyses were done, this result would support the conclusion that migrant students achieve at a lower level than non-migrants in the same schools. This was also indicated at Allan and Martin which have the lowest junior high achievement levels in the District. The difference between migrant and non-migrant students was not as conclusive at those schools (migrant students scored higher in three of twelve comparisons).

Sequential Tests of Educational Progress

Comparisons between migrant and non-migrant students were also made at the high school level using STEP Reading, Math Computation, and Math Basic Concepts scores. The same trend was found at that level. Figures IV-11 and IV-12 show how migrant and non-migrant students at Johnston and Travis High Schools compared. Fifteen of the 18 possible comparisons

favored non-migrant students. It would appear from the figures that the difference between migrant and non-migrant students was greater at Travis than at Johnston.

Figure IV-6: MEDIAN PERCENTILE RANKINGS FOR CAT READING AND MATH TOTAL SCORES - MIGRANT AND NON-MIGRANT STUDENTS AT BECKER ELEMENTARY SCHOOL.

	Reading Total				Math Total			
Grade	N	Migrant	N	Non-Migrant	N	Migrant	N	Non-Migrant
1	7	68	96	46	7	26	98	55
2	9	40	93	46	9	26	93	40
3	4	19	95	45	4	22	96	42
4	7	17	87	25	7	18	88	31
5	5	11	95	20	6	11	95	20

Figure IV-7: MEDIAN PERCENTILE RANKINGS FOR CAT READING AND MATH TOTAL SCORES - MIGRANT AND NON-MIGRANT STUDENTS AT TRAVIS HEIGHTS SIXTH GRADE SCHOOL.

	Reading Total				Math Total			
Grade	N	Migrant	N	Non-Migrant	N	Migrant	N	Mon-Migrant
6	32	22	612	38	31	26	608	42

Figure IV-8: MEDIAN PERCENTILE RANKINGS FOR CAT READING AND MATH TOTAL SCORES - MIGRANT AND NON-MIGRANT STUDENTS AT ALLAN JUNIOR HIGH SCHOOL.

	Reading Total				Math Total			
Grade	N	Migrant	N	Non-Migrant	N	Migrant	N	Non-Migrant
6	13	8	176	13	13	21	174	18
7	17	9	210	12	17	16	209	18
8	19	11	183	17	19	17	184	20

Figure IV-9: MEDIAN PERCENTILE RANKINGS FOR CAT READING AND MATH TOTAL SCORES - MIGRANT AND NON-MIGRANT STUDENTS AT MARTIN JUNIOR HIGH SCHOOL.

	Reading Total				Math Total			
Grade	N	Migrant	N	Non-Migrant	N	Migrant	N	Non-Migrant
6	7	22	258	11	7	18	250	16
7	9	11	250	16	10	16	251	18
8	14	7	294	14	14	10	286	16

Figure IV-10: MEDIAN PERCENTILE RANKINGS FOR CAT READING AND MATH TOTAL SCORES - MIGRANT AND NON-MIGRANT STUDENTS AT FULMORE JUNIOR HIGH SCHOOL.

	Reading Total				Math Total			
Grade	N	Migrant	N	Non-Migrant	N	Migrant	N	Non-Migrant
7	26	20	440	39	26	18	441	31
8	37	14	448	38	37	11	445	30

Figure IV-11: MEDIAN PERCENTILE RANKINGS FOR READING, MATH COMPUTATION, AND MATH BASIC CONCEPTS - MIGRANT AND NON-MIGRANT STUDENTS AT JOHNSTON HIGH SCHOOL.

	Reading				Math Computation				Math Basic Concepts			
Grade	N	Mig	N	Non-Mig	N	Mig	N	Non-Mig	N	Mig	N	Non-Mig
9	26	10	333	10	24	13	323	13	26	12	327	17
10	17	8	238	11	17	16	231	14	17	18	236	23
11	14	7	221	12	12	14	210	29	14	8	219	22
12	6	*	148	9	5	*	137	28	5	*	143	23

*Median not computed since there were not enough students in this group to make the result meaningful.

Figure IV-12: MEDIAN PERCENTILE RANKINGS FOR READING, MATH COMPUTATION, AND MATH BASIC CONCEPTS - MIGRANT AND NON-MIGRANT STUDENTS AT TRAVIS HIGH SCHOOL.

	Reading				Math Computation				Math Basic Concepts			
Grade	N	Mig	N	Non-Mig	N	Mig	N	Non-Mig	N	Mig	N	Non-Mig
9	15	9	443	26	16	7	431	23	15	17	443	26
10	23	9	365	30	22	12	363	26	23	14	363	33
11	16	6	368	31	16	12	357	29	16	17	364	39
12	1	*	179	34	1	*	161	45	1	*	177	53

*Median not computed since there were not enough students in this group to make the result meaningful.

4. Do migrant students enroll late in the school year and withdraw early?

ANSWER: No, not for the most part.

SUPPORTIVE DATA:

Migrant Student Attendance Records

An analysis of the attendance of 394 migrant students served by the Migrant Program in 1975-1976 showed that the Austin migrant student differs a great deal in his attendance pattern from what one would expect from a migrant student.

Analyses showed that 346 or 87.7% of these students entered school on the first day. Another five students entered before the end of the month so that 89.1% of the students had registered by September 1, 1975. Three hundred thirty-six or 85.3% withdrew on the last day of the school year. Two hundred eighty-one or 71.3% were registered for the full 180 days. The average student was enrolled for 166.5 days.

Figures IV-13 and IV-14 give the number and percentage of migrant students entering and withdrawing from A.I.S.D. in 1975-76. Figure IV-15 gives the entry mode of 1975-76 migrant students.

It is clear from this data then that many of the Austin migrant students are not "true" migrants in the sense that they arrive late in the school year and leave early; however, on the average they attend school in Austin only for about 29 weeks which is probably fewer days than a comparable group of non-migrant students.

The data for these analysis were gathered from the "Daily Registers of Pupil Attendance" maintained by the District.

Figure IV-13: NUMBER AND PERCENTAGES OF MIGRANT STUDENTS ENTERING A.I.S.D. BY MONTH 1975-76.

Month	Number	Percentage
August	351	89.1
September	15	3.8
October	19	4.8
November	7	1.8
January	2	.5
Total	394	100.0

Figure IV-14: NUMBER AND PERCENTAGE OF MIGRANT STUDENTS WITHDRAWING FROM A.I.S.D. BY MONTH 1975-76.

Month	Number	Percentage
September	1	.3
October	2	.5
November	6	1.5
December	2	.5
January	16	4.1
February	5	1.3
March	6	1.5
April	12	3.0
May	344	87.3
Total	394	100.0

Figure IV-15: ENTRY MODE OF MIGRANT STUDENTS IN A.I.S.D. 1975-76.

Entry Code	Number	Percentage
B1 First Entry For School Year	382	96.5
B2 Entry From School Outside Texas	6	1.5
C Entry From Texas School	8	2.0
Total	396	100.0

5. How many migrant students are enrolled in the District (total and by grade)?

ANSWER: As of March 1, 1977 there were 930 migrant students registered with the Migrant Program. The number per grade ranged from 18 (grade 12) to 100 (pre-kindergarten).

SUPPORTIVE DATA:

A file of migrant students was created during the fall of 1976. This file was periodically updated to add new migrant students. The last update (March 1, 1977) showed 930 migrant students registered with the program. Figure IV-16 shows the total number of migrant students registered by that date. Additional migrant students have been registered since that date, but the file has not been updated.

Figure IV-16: TOTAL REGISTERED MIGRANT STUDENTS BY GRADE.

GRADE	STATUS		TOTAL
	1 YEAR	5 YEAR	
Pre-K	101	0	101
K	59	5	64
1	42	1	43
2	57	4	61
3	49	2	51
4	51	5	56
5	71	1	72
6	79	4	83
7	73	5	78
8	88	9	97
9	71	1	72
10	76	6	82
11	48	3	51
12	15	3	18
Grade Unspecified	1	0	1
TOTAL	881	49	930

6. What changes have occurred in migrant enrollment within the District since 1975-76?

ANSWER: About fifty additional students have registered with the Migrant Program in 1976-77 as compared with 1975-76.

SUPPORTIVE DATA:

A school by school and grade by grade look at the enrollment changes in the District since 1975-76 can be found in Figures IV-17 through IV-21. Three high schools gained students, two lost; six junior high schools gained students, five lost; and seventeen elementary schools gained students, eighteen lost. The MSRTS clerk's files were the basis for these figures.

No information is available which would indicate whether the District was more or less successful in identifying migrant students and/or if these increases represent a real gain in the number of migrants in Austin.

Figure IV-17: CHANGES IN MIGRANT STUDENT ENROLLMENT - HIGH SCHOOLS.

School	1975-1976 Enrollment	1976-1977 Enrollment	Change
Austin	17	9	- 8
Crockett	1	10	9
Lanier	2	0	- 2
Johnston	127	107	-20
L.B.J.	4	8	4
McCallum	11	6	- 5
Reagan	0	1	1
Travis	81	81	0
Totals	243	222	-21

Figure IV-18: CHANGES IN MIGRANT STUDENT ENROLLMENT - JUNIOR HIGH SCHOOLS.

School	1975-1976 Enrollment	1976-1977 Enrollment	Change
Allan	70	64	- 6
Bedichek	2	3	1
Burnet	3	2	- 1
Dobie	1	2	1
Fulmore	42	64	22
Lamar	7	5	- 2
Martin	53	44	- 9
Murchison	1	4	3
O'Henry	2	6	4
Pearce	4	2	- 2
Porter	2	6	4
Totals	187	202	15

Figure IV-19: CHANGES IN MIGRANT STUDENT ENROLLMENT - ELEMENTARY SCHOOLS.

School	1975-1976 Enrollment	1976-1977 Enrollment	Change
Allison	29	30	1
Baker	14	8	- 6
Becker	44	60	16
Blackshear	4	2	- 2
Blanton	2	0	- 2
Brentwood	1	1	0
Brooke	12	27	15
Brown	1	0	- 1
Campbell	1	0	- 1
Casis	1	4	3
Dawson	32	33	1
Govalle	19	39	20
Joslin	0	3	3
Linder	1	0	- 1
Mathews	33	30	- 3
Metz	22	42	20
Oak Hill	0	1	1
Oak Springs	69	66	- 3
Odom	0	4	4
Ortega	42	29	-13
Pecan Springs	1	0	- 1
Palm	11	0	-11
Houston	0	5	5
Read	1	0	- 1
Reilly	2	0	- 2
Ridgetop	13	6	- 7
Rosedale	2	0	- 2
Sanchez	0	12	12
Sims	5	13	8
St. Elmo	1	14	13
St. John	0	1	1
Travis Heights	16	39	23
Webb	4	4	0
Winn	1	0	- 1
Wooten	3	2	- 1
Zavala	26	21	- 5
Zilker	2	3	1
Total	415	499	84

Figure IV-20: CHANGES IN MIGRANT STUDENT ENROLLMENT - OTHER SCHOOLS.

School	1975-1976 Enrollment	1976-1977 Enrollment	Change
Del Valle	22	0	-22
Kealing	3	1	- 2
Poplan	1	0	- 1
Smith	8	0	- 8
St. Ignatius	0	1	1
Totals	34	2	-32

Figure IV-21: CHANGES IN MIGRANT STUDENT ENROLLMENT - BY GRADES.

Grade	1975-1976 Enrollment	1976-1977 Enrollment	Change
P-K	90	101	11
K	33	64	31
1	43	43	0
2	44	61	17
3	41	51	10
4	49	56	7
5	71	72	1
6	56	83	27
7	64	78	14
8	94	97	3
9	68	72	4
10	69	82	13
11	35	51	16
12	72	18	-54
Other *	50	1	-49
Totals	879	930	51

* Students yet to be assigned a grade level within the master file in this office.

7. In what schools are the migrant students located?

ANSWER: Migrant students can currently be found in 50 public and private schools in the District.

SUPPORTIVE DATA:

The schools in which migrant students are enrolled and the number in each grade can be found in Figures IV-22 and IV-23. Although migrant students are found in 27 District elementary schools, all eleven junior high and seven high schools, 83% can be found in just 16 of the District schools. Migrant students were also enrolled in two private schools in Austin, St. Mary's and St. Ignatius. These figures are based on the school files of the MSRTS clerks.

Figure IV-22: REGISTERED MIGRANT STUDENTS BY STATUS, SCHOOL, AND GRADE - ELEMENTARY AND SIXTH GRADE SCHOOLS.

SCHOOL	GRADE									TOTAL
	Pre-K	K	1	2	3	4	5	6	*	
Allison	-	4 (0)	3 (0)	4 (0)	3 (0)	8 (1)	7 (0)	-		29 (1)
Baker	-	-	-	-	-	-	-	7 (1)		7 (1)
Becker	-	12	9	12	7	10	10	-		60
Blackshear	-	0	0	0	1	1	0	-		2
Brentwood	-	0	0	0	0	0	1	-		1
Brooke	-	6	4	4	5	3	5	-		27
Casis	-	2	1	0	0	1	0	-		4
Dawson	-	4	4	5	6	4	10	-		33
Govalle	-	7 (2)	4 (0)	6 (1)	7 (0)	3 (1)	8 (0)	-		35 (4)
Joslin	-	-	-	-	-	-	-	3		3
Mathews	21	1	2	0	2	3	1	-		30
Metz	20 (0)	5 (0)	3 (0)	4 (1)	0 (0)	6 (0)	3 (0)	-		41 (1)
Oak Hill	-	0	0	0	0	0	1	-		1
Oak Springs	60 (0)	1 (0)	1 (0)	3 (0)	0 (1)	-	-	-		65 (1)
Odom	-	1	0	2	0	0	1	-		4
Ortega	-	0 (2)	3 (0)	6 (0)	6 (0)	4 (2)	8 (0)	-		27 (2)
Houston	-	0	1	1	1	1	1	-		5
Sanchez	-	2 (0)	0 (0)	3 (0)	2 (0)	0 (1)	4 (0)	-		11 (1)
Ridgetop	-	1	1	2	1	0	1	-		6
St. Elmo	-	3 (0)	0 (1)	1 (1)	3 (0)	2 (0)	3 (0)	-		12 (2)
St. Ignatius	-	0	0	0	1	0	0	-		1
St. John	-	0	0	0	0	0	0	-	1	1
St. Mary's	-	0	0	0	0	0	1	-		1
Sims	-	3	1	2	2	3	2	-		13
Travis Heights	-	-	-	-	-	-	-	39		39
Webb	-	-	-	-	-	-	-	4		4
Wooten	-	1	0	0	1	0	0	-		2
Zavala	-	5 (1)	4 (0)	1 (1)	1 (1)	2 (0)	4 (1)	-		17 (4)
Zilker	-	1	1	1	0	0	0	-		3
Total 1 yr.	101	59	42	57	49	51	71	53	1	484
Total 5 yr.	(0)	(5)	(1)	(4)	(2)	(5)	(1)	1	0	19

* Grade level unspecified.

Note: Numbers in parentheses indicate five-year migrants; all others are one-year migrants.

Figure IV-23: REGISTERED MIGRANT STUDENTS BY STATUS, SCHOOL, AND GRADE - JUNIOR HIGH AND HIGH SCHOOLS.

SCHOOL	GRADE							TOTAL
	6	7	8	9	10	11	12	
Allan	13 (2)	22 (2)	20 (5)	-	-	-	-	55 (9)
Bedichek	-	0	3	-	-	-	-	3
Burnet	-	1	1	-	-	-	-	2
Dobie	-	(1)	(1)	-	-	-	-	(2)
Fulmore	-	26	38	-	-	-	-	64
Kealing	1	0	0	0	0	0	0	1
Lamar	-	0	5	-	-	-	-	5
Martin	12 (1)	14 (0)	15 (2)	-	-	-	-	41 (3)
Murchison	-	4	0	-	-	-	-	4
O'Henry	-	2 (2)	1 (1)	-	-	-	-	3 (3)
Pearce	0	1	1	-	-	-	-	2
Porter	-	2	4	-	-	-	-	6
St. Mary's	0	1	0	-	-	-	-	1
Anderson	-	-	-	0	1	0	0	1
Austin	-	-	-	3	5	0	1	9
Crockett	-	-	-	5	3	2	0	10
Johnston	-	-	-	39 (0)	34 (3)	16 (2)	10 (3)	99 (8)
L. B. J.	-	-	-	1 (1)	1 (2)	2 (1)	0 (0)	4 (4)
McCallum	-	-	-	2	3	1	0	6
Reagan	-	-	-	1	0	0	0	1
Travis	-	-	-	20 (0)	29 (1)	27 (0)	4 (0)	80 (1)
Total 1 yr.	26	73	88	71	76	48	15	397
Total 5 yr.	(3)	(5)	(9)	(1)	(6)	(3)	(3)	(30)

Note: Numbers in parentheses indicate five-year migrants; all others are one-year migrants.

8. How many migrant students are not receiving instructional services provided by the Migrant Program through a Migrant teacher?

ANSWER: The total number of migrant students without a Migrant teacher is approximately 513. This represents 62% of the students above the pre-kindergarten level.

SUPPORTIVE DATA:

Figure IV-24 shows the number of migrant students by grade who are not served by a Migrant teacher. This assumes that all migrant students at campuses with a Migrant Program teacher are served by that teacher. The number ranges from 5 at the twelfth grade to 72 at the fifth grade. The average number per grade is about 37. These figures were derived from lists of migrant students compiled by the MSRTS clerk.

Figure IV-24: MIGRANT STUDENTS NOT SERVED BY A MIGRANT TEACHER.

Grade	Number Without Migrant Teacher
1	43
2	61
3	51
4	56
5	72
6	17
7	22
8	17
9	32
10	41
11	32
12	5
Total	513

9. How many migrant students not receiving instructional services provided by the Migrant Program are receiving instructional services provided by other compensatory programs (e.g., Title I Regular, Title VII Bilingual)?

ANSWER: Two hundred eighty-eight or 57% of the migrant students not served by a migrant teacher are served by at least one other instructional program. The percentage served ranges from 0% at the twelfth grade to 75% at the fifth grade.

SUPPORTIVE DATA:

In order to answer evaluation questions 9 and 10, the Migrant Evaluation cooperated with the Title I Regular, Title VII Bilingual, and State Compensatory Education Program Evaluations to compile a list of students served by these and several additional programs. This file was used to determine the degree of overlap between the programs. The results were published in the Needs Assessment for the Preparation of 1977-1978 Applications for Compensatory Programs. A separate overlap analysis was done which was limited to the above listed programs plus special Education and ESAA Basic. The results were reported in the Needs Assessment for the 1977-1978 Migrant Program Application. Figure IV-25 which gives by grade the number of migrant students not served by a Migrant teacher who are served by another program was based on that analysis.

Figure IV-25: MIGRANT STUDENTS NOT SERVED BY MIGRANT TEACHER BUT SERVED BY ANOTHER PROGRAM.

Grade	Number Without a Migrant Teacher	Number Served By Another Program	Percent Served
K	64	45	70%
1	43	37	86%
2	61	45	73%
3	51	36	71%
4	56	42	75%
5	72	52	72%
6	15	10	67%
7	14	7	50%
8	17	3	18%
9	33	5	15%
10	45	2	4%
11	33	4	12%
12	5	0	0%
Total	509	288	57%

10. How many migrant students are served by more than one program at each grade level?

ANSWER: Two hundred thirty-eight or 29% of the 828 migrant students above pre-kindergarten were served by at least two programs. The percentage of students served by multiple programs dropped sharply after the sixth grade.

SUPPORTIVE DATA:

Some migrant students are served by a Migrant teacher and receive the services of one of more other compensatory programs. Others are not served by a Migrant teacher but are served by more than one other compensatory program. To determine the extent of this overlap of services an analysis was done to see how many migrant students were served by two or more of the following programs:

- Title I Migrant (a student was considered served if he attended a school with a Migrant teacher)
- Title I Regular
- Title VII Bilingual
- State Compensatory Education
- ESAA Basic
- Special Education

Figure IV-26 shows the results of that analysis by grade. The percentages ranged from a high of 61% at the sixth grade to a low of 0% at the twelfth grade. The percentage of students served by multiple programs declined sharply after the sixth grade. This lower percentage at the junior high and high school levels is in keeping with the fact that fewer secondary migrant students not served by the Migrant Program were served by another program.

Figure IV-26: MIGRANT STUDENTS SERVED BY MORE THAN ONE COMPENSATORY EDUCATION PROGRAM (INCLUDING MIGRANT PROGRAM WHERE SERVED BY A MIGRANT TEACHER.

Grade	Number of Students	Number Served By More Than One Program	Percentage
K	64	33	52%
1	43	16	37%
2	61	24	39%
3	51	21	41%
4	56	23	41%
5	72	34	47%
6	83	51	61%
7	78	11	14%
8	97	12	12%
9	72	6	8%
10	82	5	6%
11	51	2	4%
12	18	0	0%
Total	828	238	29%

11. a. What is the achievement level of migrant pre-kindergarten students?

b. What is the achievement level of migrant students in kindergarten?

c. What are the reading and math achievement levels of migrant students at each grade, 1-12?

ANSWER: a. On the average the migrant pre-kindergarten students are reaching mastery on 10 of the 12 items on each of Mastery Tests I and II of the SEDL Curriculum.

b. The median Boehm test score for migrant kindergarten students over the last three years (25) is at the fiftieth percentile for students from a low socioeconomic background and at the twentieth percentile for students from a middle socioeconomic background.

c. The reading and math achievement levels of migrant students show a relatively steady decline from the first grade through the eighth grade as indicated by the median percentile ranking at each grade. The students at grades 9-12 score at about the same level as the students in grade 4-8.

SUPPORTIVE DATA:

SEDL Mastery Tests I and II

Figures IV-1 and IV-2 show the percentage of students reaching mastery on each item of the two tests. The average percentage reaching mastery for Mastery Test I was about 86%. The average percentage reaching mastery for the items of Mastery Test II was about 89%. For Mastery I the average student got 10.5 of the 12 items correct, 10.7 of 12 for Mastery II.

Boehm Test of Basic Concepts

For a study of the longitudinal effects of the pre-kindergarten experience provided to migrant students by the Migrant Program, the Boehm test scores were found for as many of the current migrant students in grades K-2 as was possible. Scores were found for 98 students. These students had a median Boehm score of 25 upon entry into kindergarten. This score is exactly at the median for low socioeconomic students and at the twentieth percentile for middle socioeconomic level students.

California Achievement Tests

Figure IV-27 shows the median reading and math percentiles for the migrant students in grades 1-8. These results are based on spring 1977 testing. Overall there is a clear trend for the scores to drop with increasing grade levels. The results would appear to indicate

a cumulative defecit in migrant student achievement; however, a longitudinal study would be required to fully demonstrate such a phenomemon. Figure IV-28 graphically illustrates the decline.

Sequential Tests of Educational Progress

The median achievement levels of migrant students in grades 9-12 can be found in Figure IV-29. The students appear to continue to decline in Reading although Math Computation and Math Basic Concepts scores appear to be of about the same level as the early grades.

Figure IV-27: MEDIAN PERCENTILE RANKINGS FOR CAT READING AND MATH TOTAL SCORES - MIGRANT STUDENTS GRADES 1-8.

Grade	N	Reading Total	N	Math Total
1	29	49	30	45
2	41	29	41	26
3	35	30	35	34
4	46	17	46	21
5	46	11	46	19
6	66	22	65	22
7	60	12	58	16
8	82	14	81	14

Figure IV-28: MEDIAN CAT READING AND MATH PERCENTILE RANKING BY GRADE - MIGRANT STUDENTS.

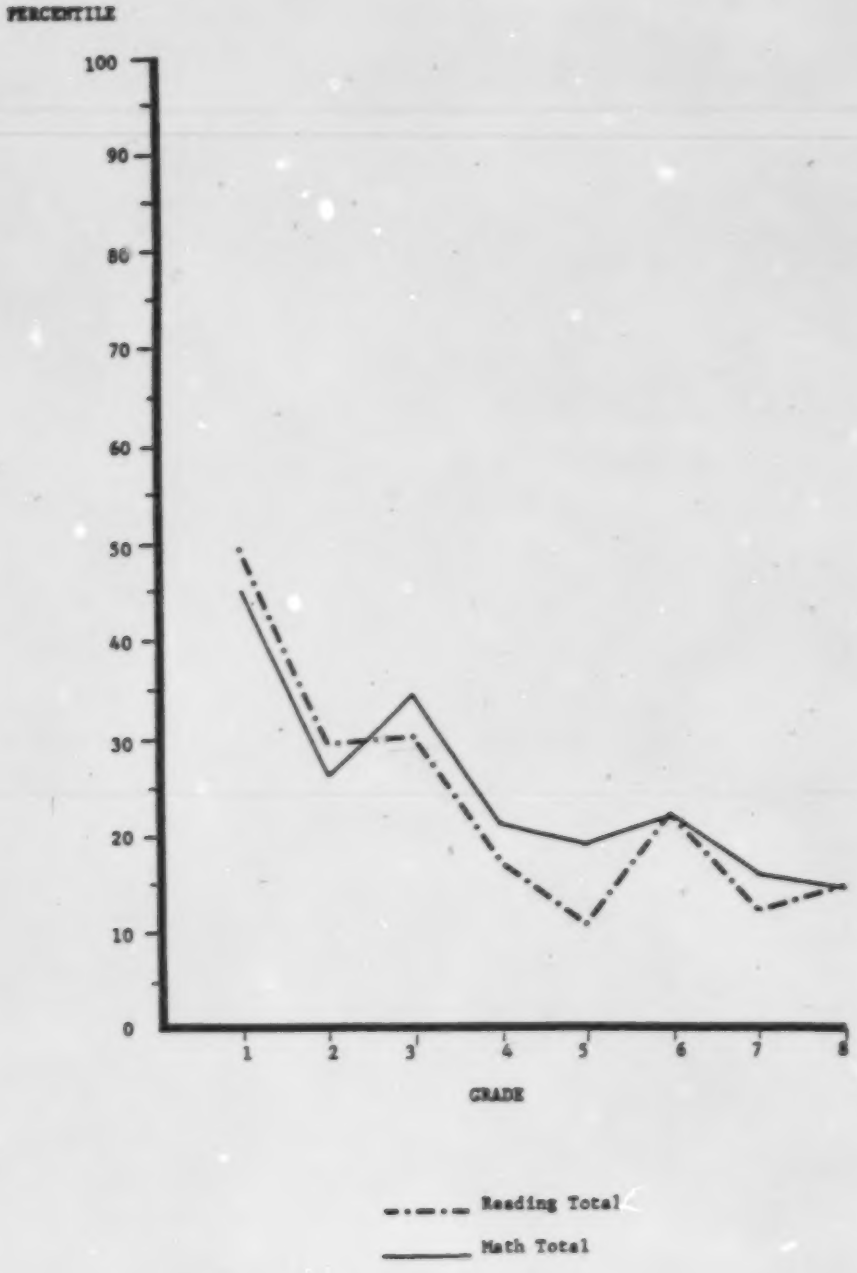
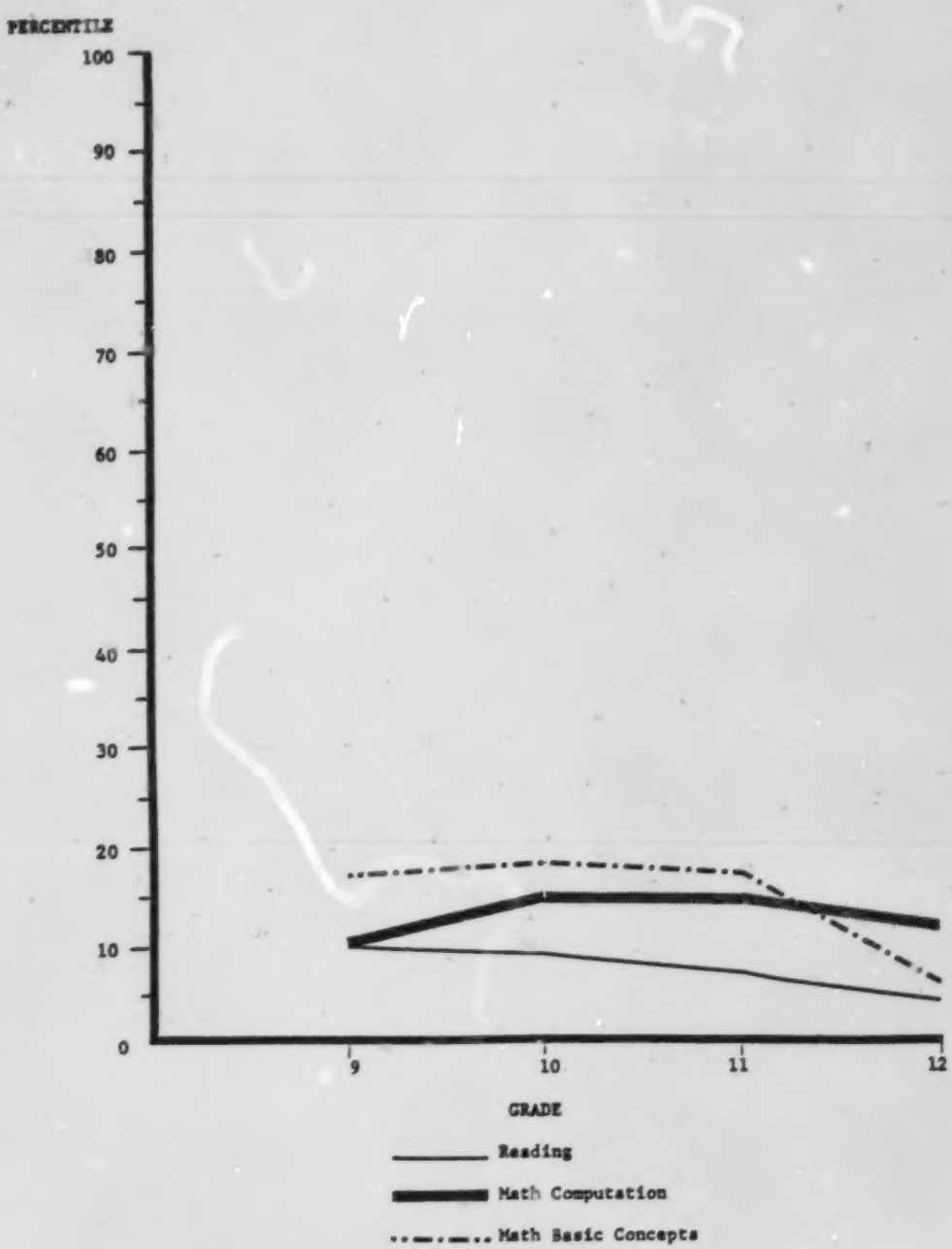


Figure IV-29: MEDIAN PERCENTILE RANKINGS FOR STEP READING, MATH COMPUTATION, AND MATH CONCEPTS SCORES - MIGRANT STUDENTS GRADES 9-12.

Grade	N	Reading	N	Math Computation	N	Math Basic Concepts
9	51	10	50	10	50	17
10	48	9	47	14	48	18
11	35	7	33	14	35	17
12	8	4	7	11	8	6

Figure IV-30: MEDIAN STEP READING, MATH COMPUTATION, AND MATH CONCEPTS PERCENTILE RANKING BY GRADE - MIGRANT STUDENTS.



12. Do the reading and math achievement levels of migrant students in schools with Migrant teachers differ from the achievement levels of migrant students in schools without Migrant teachers?

ANSWER: High school was the only level where a school existed which had a large group of migrant students who were not served by a migrant teacher. Comparisons made between migrant students at Johnston (with a teacher) and Travis (without a teacher) favored Johnston six out of nine times. Since a statistical test was not performed it is not clear whether or not this difference is due to chance.

SUPPORTIVE DATA:

Sequential Tests of Educational Progress

Figure IV-31 shows the median Reading, Math Computation, and Math Basic Concepts scores for migrant students at Johnston and Travis High Schools. Inspection of the figure indicates that the differences between schools are very small. Six of the nine comparisons that are possible favor Johnston. Since no statistical test has been done, it is not clear whether or not this difference is due to chance, although it is likely.

Figure IV-31: MEDIAN PERCENTILE RANKINGS FOR READING, MATH COMPUTATION, AND MATH BASIC CONCEPTS - MIGRANT STUDENTS AT TRAVIS AND JOHNSTON HIGH SCHOOLS.

	Reading				Math Computation				Math Basic Concepts			
Grade	N	Johnston	N	Travis	N	Johnston	N	Travis	N	Johnston	N	Travis
9	26	10	15	9	24	13	16	7	26	12	15	17
10	17	8	23	9	17	16	22	12	17	18	23	14
11	14	7	16	6	12	14	16	12	14	8	16	17
12	6	*	1	*	6	*	1	*	6	*	1	*

*Median not computed since there are not enough students in this group to make these statistics meaningful.

13. How does the achievement of former migrant pre-kindergarten students compare with the achievement of other Title I students upon entry into kindergarten?

ANSWER: The average scores on the Boehm test of Basic Concepts for former migrant pre-kindergarten students and Title I students were very similar, 25.9 for 70 migrant students and 24.9 for 857 Title I students.

SUPPORTIVE DATA:

Boehm Test of Basic Concepts

As part of a study of the longitudinal effects of the migrant pre-kindergarten program on the achievement of migrant students, the Boehm test scores were found for 70 former pre-kindergarten students who were in grades K-2 in 1976-77. The average score for these students was 25.9. This score was compared to the results of the pretest scores of Title I kindergarten students done in September, 1976. The Title I students scored 24.9 on the average. Therefore, on the average, it appears that migrant students with the pre-kindergarten experience do not score appreciably higher than other Title I students. These scores 26 and 25 (when rounded off) are at the fiftieth and fifty-fifth percentiles for low socioeconomic level students.

14. At what grade levels do the Migrant teachers think the Migrant Program should operate?

ANSWER: As a group, the teachers think that the Migrant Program should provide services at all grade levels; however, they see the early grades as the most important.

SUPPORTIVE DATA:

Migrant Teacher Interview

The Migrant teachers were interviewed in their schools during November 1976, by the Migrant Evaluator. During the interview they were asked at what level(s) they thought the resources of the Migrant Program should be concentrated. The responses of the eight teachers interviewed are paraphrased below:

The four pre-kindergarten teachers:

1. Pre-kindergarten through grade 3. Secondary emphasis at grades four through six.

2. Give priority to pre-kindergarten. Maintain all levels if possible.

3. Ranked from highest to lowest priority: pre-kindergarten and kindergarten, then elementary, and finally secondary.

4. Implement at all levels because of the special needs of the late arriving migrant students.

The four teachers at the sixth grade and above:

1. Elementary should be given first priority; others should be given secondary priority.

2. Continue as now implemented.

3. Implement at all levels including elementary.

4. Give pre-kindergarten and elementary top priority. Give junior high second priority, and do not have a high school program.

In reviewing the responses it seems clear that there was a strong feeling that the program should continue to be operated at the secondary level, but that the early childhood component of the program should be given priority if a choice between levels should have to be made.

15. At what grade levels do the migrant school principals think the Migrant Program should operate?

ANSWER: It was the general consensus that the early grades (pre-kindergarten through sixth) should receive the highest priority. The principals also agreed that the program should operate at all grade levels if possible.

SUPPORTIVE DATA:

Principal Interview

The principals of schools with a Migrant teacher were interviewed in November, 1976, by the Migrant Evaluator. As part of the interview they were asked the following question:

> As you may know, Migrant teachers are currently teaching in four pre-kindergarten classrooms, at one sixth grade school, two junior high schools, and one high school. Elementary school migrant students are assumed to be served by the Title I Regular and Title VII programs in their schools. At what grade level(s) do you think the resources of the Migrant Program should be concentrated?

In response, the principals tended first to point out the importance of the program at their own level. When asked, however, to assign a priority to each level, it was the general consensus that the early grades (pre-kindergarten through sixth) should receive the highest priority. They generally agreed also that the program should operate at all grade levels if possible.

One principal expressed the desire to be allowed the flexibility to choose the grade levels within his school which would receive a concentration of activities. It was his feeling that from year to year different grades or combinations of grades showed special needs.

Another principal felt that the program should not be implemented at grades one or two if it meant removing students from their classrooms for special instruction. He argued that students are better served by staying with one teacher throughout the day for the first two grades.

16. What do Migrant teachers think the instructional thrust and organization of the Migrant Program should be?

ANSWER: Oral language development was felt by the Migrant teachers to be the most important subject at all three levels; pre-kindergarten and kindergarten, elementary, and secondary. Reading and math were also thought to be important at both the elementary and secondary levels.

SUPPORTIVE DATA:

Migrant Teacher Interview

As part of the Migrant Teacher Interview the teachers were asked the following question:

> What do you think the instructional thrust of the Migrant Program should be at each of the following levels? Consider such possibilities as tutoring in regular studies, teaching bilingual skills, career education, heritage and multicultural education, reading, math, and oral language development.

The three levels referred to in the question were pre-kindergarten and kindergarten, elementary, and secondary. Figure IV-32 gives the teachers' responses and the frequency with which they were given. In summary it appears that oral language development, reading readiness, math readiness, multicultural education, and bilingual skills were considered important for students at the pre-kindergarten and kindergarten level; bilingual skills, reading, math, and oral language development were important at the elementary level; and oral language development, career education, reading, and math were the ones most highly recommended for secondary students.

Figure IV-32: TEACHER RESPONSES CONCERNING INSTRUCTIONAL THRUST.

Level and Subject Areas	Frequency
Pre-Kindergarten	
Oral Language Development	5
Reading Readiness	2
Math Readiness	2
Multicultural Education	2
Bilingual Skills	2
SEDL	1
English as a Second Language	1
Concept Development	1
Listening Skills	1
English Vocabulary Use	1
Heritage	1
Human Relations	1
Knowledge of the Law	1
Elementary	
Bilingual Skills	3
Reading	2
Math	2
Oral Language Development	2
English Vocabulary Use	1
Heritage	1
Career Education	1
Multicultural Education	1
Human Relations	1
Knowledge of the Law	1
Secondary	
Oral Language Development	3
Career Education	2
Reading	2
Math	2
Bilingual Skills	1
English Vocabulary Skills	1
Heritage	1
Multicultural Education	1
Human Relations	1
Knowledge of the Law	1

17. What do migrant school principals think the instructional thrust and organization of the Migrant Program should be?

ANSWER: The principals with pre-kindergarten classes in their schools agreed that the current instructional thrust at their level is appropriate to the needs of the students.

All secondary principals with Migrant teachers in their schools felt that the emphasis on reading and oral language development should continue at the secondary level. As a group the principals were generally satisfied with organizational structure of the Migrant Program on their campuses.

SUPPORTIVE DATA:

Principal Interview

As part of the principal interview, the principals with a Migrant teacher in their schools were asked what they thought the instructional thrust of the Migrant Program in their schools should be. Since the Multicultural and Bilingual Education Component had not been dropped at that time, the instructional thrust was based on that component, the Four-Year-Old Program Component, the Reading Component, and the Oral Language Development Component.

All of the principals supported the program as it was then designed; however, they placed the greatest emphasis on the language arts components. The Multicultural and Bilingual Education Component was not as strongly supported. One principal suggested that the multicultural education activities should not exceed 50% of the class time. Another felt that a bilingual curriculum was less important at the secondary level.

The two principals with pre-kindergarten classrooms on their campuses were both highly satisfied with the organizational structure of the Migrant Program at their schools. The pre-kindergarten students are all taught in self-contained classrooms. The secondary principals are generally satisfied with the organizational structure on their campuses. Three factors, however, were listed as being important in setting up a successful organization.

a. The campus teachers should be involved in setting up the program.

b. The program should be organized so that students do not miss too much instruction from any one class

c. The classroom teacher should have the final authority as to whether or not a student is allowed to leave class for additional instruction.

Besides scheduling problems, the organizational problems that were mentioned were...

a. that the Migrant teacher did not have a satisfactory room, and

b. that the Migrant teacher was not an integral part of the faculty.

18. What do parents think the instructional thrust and organization of the Migrant Program should be?

ANSWER: The parents of migrant students feel that reading, individual tutoring in regular studies, and bilingual education should be emphasized by Migrant teachers.

SUPPORTIVE DATA:

Parent Questionnaires

Separate parent questionnaires were sent to three groups of migrant parents, the parents of pre-kindergarten students, the parents of students with a Migrant teacher, and the parents of students without a Migrant teacher. The questionnaires to parents of students above the pre-kindergarten level both contained a question asking them what the Migrant teacher should emphasize. They were instructed to choose from a list of subject matter areas the one(s) that they felt were most important. They could add any additional areas that they thought were important. Figure IV-33 shows the number and percentage of parents who indicated that each subject should be emphasized. Reading, individual tutoring in regular studies, and bilingual education were the most frequently endorsed items.

Figure IV-33: NUMBER AND PERCENTAGE OF PARENTS ENDORSING EACH SUBJECT MATTER AREA (N=66).

Subject Matter Area	Number	Percentage of Total
Reading*	29	54%
Individual Tutoring	32	48%
Bilingual Education	26	44%
Speech	25	38%
Math	21	32%
Writing	21	32%
Multicultural Education	16	24%

Items Added By Parents

Reading and Writing (in English).

How to behave themselves.

Career Education.

Spelling.

General Communication.

*Based on 54 responses, instead of 66.

19. What do the secondary migrant students think the instructional thrust and organization of the Migrant Program should be?

ANSWER: More migrant students chose reading and career education as subjects that should be taught in the migrant classes than any other subjects.

SUPPORTIVE DATA:

Student Questionnaire

Student questionnaires were completed by 174 migrant students who had Migrant teachers. One of the questionnaire items asked the students to choose the subject or subjects that they thought should be taught in the migrant class. Because each student could choose more than one answer to the question, each answer was treated as an item in the analysis. Figure IV-34 shows the items included in the questionnaire ranked by the percentage of students endorsing them as subjects that they should study.

Figure IV-34: WHAT SHOULD BE TAUGHT IN MIGRANT CLASS?
Rank Ordering of Choices. N=174

Subject	Percent Endorsing
Reading	52%
Career Education	51%
Math	35%
How to Speak Well	32%
How to Write Well	31%
Other	19%

Reading and Career Education were clearly the most highly rated subject areas.

20. How well do the secondary migrant students understand the basic concepts emphasized in the Multicultural Education Component in the Migrant Program?

ANSWER: Because the Bilingual and Multicultural Education Component was deleted from the Migrant Program through the January amendment, the instrument which would have been used to answer this question was never developed.

21. What is the language dominance of the migrant students?

ANSWER: Analyses of language dominance scores for migrant students in kindergarten and the first grade in 1976-77 showed that 40% are English dominant, 37% are bilingual, 16% are Spanish dominant, and 6% do not score high enough to be designated bilingual or dominant in either language.

SUPPORTIVE DATA:

PAL Oral Language Dominance Measure

The PAL Oral Language Dominance Measure is administered to students within the AISD for instructional placement in bilingual programs. The test consists of two scales, English and Spanish. Scores on each of the scales can range from 0 to 100. The 100 point range is divided into five levels as follows:

Level	Raw Score Range
5	85-100
4	73- 84
3	47- 72
2	25- 46
1	0- 24

The median score for the migrant students on the English scale was about 94, which would place most of them at level 5. The median score on the Spanish scale was 80, which places most migrant students at level 4 or above in Spanish.

Students are also given a language dominance designation depending on the difference between their English and Spanish scores. These designations are English Dominant, Spanish Dominant, and Bilingual. Two other designations are also given in cases where both scores are too low for the student to be classified. Figure IV-35 presents the language dominance of the 67 students for whom scores could be found in comparison with the kindergarten and first grade students in the District Title VII Bilingual Program in 1976-77. From the figure it would appear that compared to the students in Title VII project schools more migrant students are Spanish dominant and bilingual, and a smaller percentage are English dominant. However, about 77% of the migrant students are either English dominant or bilingual. While the discussion above has been in terms of migrant students, it should be noted that the results probably apply more accurately to Mexican American migrant students because most Black or Anglo migrant students would not have been given the PAL.

Figure IV-35: LANGUAGE DOMINANCE OF MIGRANT STUDENTS AND TITLE VII BILINGUAL STUDENTS.

Language Dominance	Migrant Students (N=67) No.	Percent	Bilingual Program Students (N=690) No.	Percent
Spanish	11	16%	87	12.6%
English	27	40%	407	59.0%
Bilingual	25	37%	151	21.9%
*	4	6%	37	5.4%
* *	0	0%	8	1.2%

* Scores not high enough for determination.

* * Scores low in both languages.

22. How much time is being planned for oral language development at the secondary level?

ANSWER: Inspection of the lesson plans of those teachers who kept their lesson plans in a form that readily allowed analysis indicated that the teachers planned oral language activities for an appreciable number of the days examined (from 21% to 100% of the days).

SUPPORTIVE DATA:

The Migrant teachers' lesson plans for fourteen randomly selected days were examined to see on how many days the teachers had planned oral language activities. The pre-kindergarten teachers kept detailed lesson plans which followed the SEDL curriculum. As a result they had some activity that could be described as an oral language activity virtually every day.

The secondary teachers (grades 6-12) did not all keep lesson plans in a form that was useful for evaluation. One teacher basically acted as a tutor responding to the assignments that the students brought to the migrant class. Another teacher, after December, maintained individually planned activities for each student based on his weaknesses as she and the student's teacher saw them. Inspection of the plans of the three teachers who had useful ones showed that they were planning oral language activities for from 21% to 79% of the days examined.

23. How many students received clothing benefits through the Migrant Program?

ANSWER: One hundred one students received clothing.

SUPPORTIVE DATA:

A list provided by Migrant Program Staff showed that 101 students received clothing benefits from the Migrant Program by mid-May, 1977. Figure IV-36 shows a breakdown of the students served by grade. The purchase of clothing was handled primarily by Migrant Program community representatives. The representatives, acting on referrals from the Migrant teachers, would first visit the students' homes to determine their clothing needs. They would then either accompany the students on shopping trips or purchase the clothes themselves.

Figure IV-36: MIGRANT STUDENTS RECEIVING CLOTHING BY GRADE.

Grade	Number
Pre-K	57
K	3
1	3
2	4
3	2
4	2
5	5
6	6
7	8
8	8
9	1
10	2
11	0
12	0

24. How many students have received medical care through the Migrant Program?

ANSWER: As of the middle of May, 105 migrant students had received medical and/or dental treatment provided through Migrant Program funds. At least 281 migrant students were given health screenings by either the Migrant Program Pediatric Nurse Practitioner or a regular school nurse during the 1976-77 school year.

SUPPORTIVE DATA:

Data supplied to the Migrant Evaluation by program staff showed that 281 migrant students were given health screenings by the Migrant Program Nurse and/or a regular school nurse. The Migrant Nurse who began on February 17, 1977, examined 115 of this number. Of the students examined, 30 were referred to a physican for treatment. Seventy-five students received dental treatments.

25. Did students with poor attendance records (absent more than 10% of the days in 1975-76) improve their attendance in 1976-77?

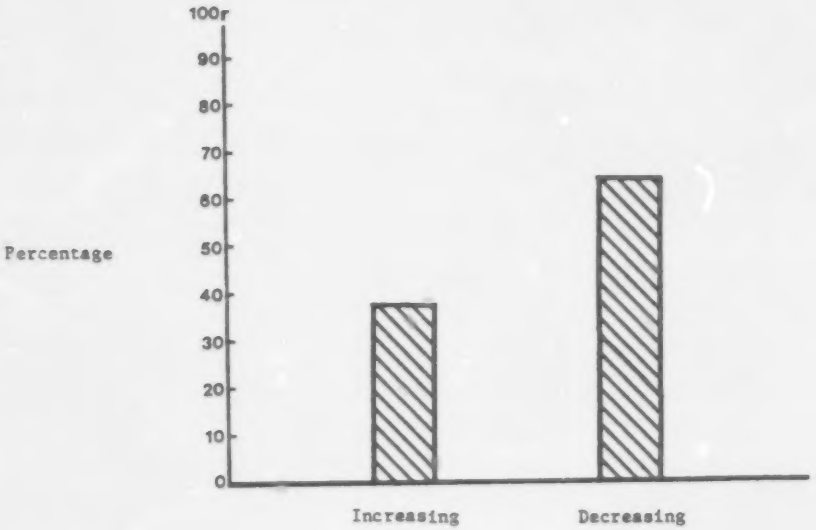
ANSWER: No.

SUPPORTIVE DATA:

As part of the Migrant Evaluation a file of attendance data was created which contained the attendance of migrant students with a Migrant teacher in 1975-76. That file was matched with a file containing the attendance of this year's migrant students with a Migrant teacher. Sixty-eight students who missed more than 10% of the days they were enrolled in 1975-76 were found to be served this year. A change score was produced for each student by subtracting the percentage of days he was absent in 1976-77 from the percentage of days absent in 1975-76. The average change value for the 68 students was -.004, meaning that the average low attender improved his attendance by only .4%. The median change score was .028 indicating a 2.8% loss. Thirty-eight percent of the students improved their attendance; sixty-two percent stayed the same or attended less regularly (see Figure IV-37). Since the average change was essentially zero, the 38% who improved apparantly improved more on the average than the 62% who decreased their percent attendance lost on the average.

Figure IV-37: PERCENTAGE OF LOW ATTENDERS INCREASING AND DECREASING IN PERCENT ATTENDANCE.*

(N=68)



*Percent attendance is defined as percentage of days present of days enrolled.

26. Do students with good attendance records (present more than 90% of days in 1975-76) maintain their good record in 1976-77?

ANSWER: Yes.

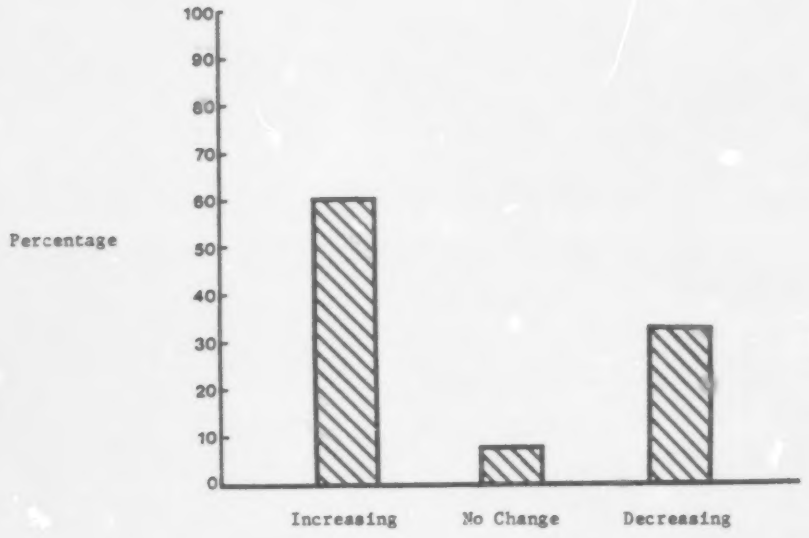
SUPPORTIVE DATA:

Eighty of the high attenders for whom 1975-76 attendance data was collected were found to be served by a Migrant teacher in 1976-77.

When a change score for the percentage of days absent was produced for each student by subtracting the percentage of days he was absent in 1976-77 from the percentage of days absent in 1975-76, the average change was found to be -.04, which represents a 4% increase. On the average, then, the high attenders showed a very slight increase in attendance in 1976-77. Sixty-eight percent of the students showed a gain in attendance (see Figure IV-38) or remained the same. Thirty-two percent attended less regularly.

Figure IV-38: PERCENTAGE OF HIGH ATTENDERS INCREASING AND DECREASING IN PERCENT ATTENDANCE.*

(N=80)



*Percent attendance is defined as percentage of days present of days enrolled.

27. Are migrant students who do not see their Migrant teacher daily more apt to be absent on days they attend migrant class than on days they do not attend migrant class?

ANSWER: Unknown.

SUPPORTIVE DATA:

After discussing the data required to answer this question with the Migrant Coordinator, it was decided that the information would have been impractical to collect and of questionable validity.

28. What non-instructional needs do parents see as most important?

ANSWER: When asked what the Migrant Program could do to help students to have better attendance, the parents answered most frequently with "provide dental help," "provide clothing and shoes," and "contact parents when the child is absent."

SUPPORTIVE DATA:

Parent Questionnaire

The parents of migrant students above the pre-kindergarten level were asked by mail-out questionnaire what the Migrant Program could do to help students have better attendance. They could choose one or more of five responses listed in the questionnaire, or they could add their own ideas. The 66 parents who completed the questionnaire responded as follows:

a. 58% checked "Provide dental help."

b. 53% checked "Provide clothing and shoes."

c. 53% checked "Contact parents when child is absent."

d. 50% checked "Provide medical help."

e. 11% checked "Nothing. Attendance is the parent's responsibility."

f. 9% checked "Other."

Under "Other" the parents added

a. "money to provide transportation,"

b. "more parental contact and input,"

c. "punish her when she doesn't obey,"

d. "help with playground and gym equipment at Sims,"

e. "school crossing guards on Bouldin,"

f. "continue providing transportation," and

g. "minority consultants for migrants that have school."

While the question was stated in terms of attendance rather than non-instructional need, the results clearly indicate that the parents think that medical and clothing needs exist.

29. What non-instructional needs do Migrant teachers see as most important?

ANSWER: As a group, the Migrant teachers saw dental and medical treatment as the greatest non-instructional needs of migrant students. Improved attendance, however, was seen by the Migrant teachers above the Pre-kindergarten level as most important.

SUPPORTIVE DATA:

Teacher Interview

The Migrant teachers employed with the program in November, 1976, were asked to rate five non-instructional needs of Migrant teachers on the following scale:

1 = essential
2 = important, implement if possible
3 = less important, would be good to implement
4 = not important, do not implement.

As a group, the Migrant teachers rated dental care as the greatest non-instructional need of migrant students. Medical care was ranked second. Nutrition would have been rated as the greatest need of the students if they had not been provided breakfast and lunch at school.

The area of greatest disagreement between the pre-kindergarten teachers and those above the pre-k level was in regard to attendance. More of the "secondary" teachers rated it as a need that it was essential for the Migrant Program to address. Only one pre-kindergarten teacher saw attendance as a serious problem.

Two pre-kindergarten teachers added parent education as a need that the Migrant Program should address. They would like to see classes provided for parents in subjects such as nutrition and how to help children with their learning at home. Three teachers added improved parental involvement as important needs of the students.

30. What non-instructional needs do principals with Migrant Program teachers in their schools see as most important?

ANSWER: Medical and dental care were generally seen by the principals as the greatest non-instructional needs of the migrant students.

SUPPORTIVE DATA:

Principal Interview

Health and dental care generally were seen by the principals as the greatest non-instructional needs of the migrant students. One principal recommended that dental care be extended to cover orthodontic work for adolescents. Another principal, however, felt that medical and dental care were less important than other needs since, in his opinion, they could be provided by other community agencies.

Increased parental involvement would appear to follow health and dental care as the second greatest perceived need. There was a certain amount of disagreement in this area however, while one principal referred to parental involvement as the greatest non-instructional need, another felt that parental involvement activities are unnecessary. Several principals expressed doubts about the chances of implementing a successful parental program.

Clothing benefits were seen to be somewhat less important than the above needs. The following were also suggested.

a. Pre-kindergarten and elementary children should be screened for learning disabilities.

b. The need exists for a counselor for migrant students.

c. Activities should be planned to improve the students' self-esteem.

31. What non-instructional needs do migrant students see as most important?

ANSWER: When the migrant students were asked specifically which was more important for the Migrant Program to provide, health care or clothing, health care was the choice three to one.

SUPPORTIVE DATA:

Migrant Student Questionnaire

Since health care (both medical and dental treatment) and clothing were generally seen as the most important non-instructional needs by teachers, principals, and parents, the migrant students were asked specifically to choose the more important of the two. They were told that the Migrant Program can help some students with clothing and health care problems and then asked which one they saw as more important. Of the 170 students answering the question, 127 chose health care as the more important.

The students were than asked, "Can you think of anything that the school could do for you that would help you learn more?" The students provided a total of 53 responses. The more frequent responses were suggessions such as "smaller classes" (probably referring to school in general rather than to the migrant class), "more interesting subjects," and "purchase more equipment."

32. Did more parents attend PAC meetings in 1976-77 than in 1975-76?

ANSWER: Undetermined. According to the Migrant Parent Involvement Specialist, no PAC meeting attendance list exist for 1975-76. Therefore the increase in attendance cannot be determined.

SUPPORTIVE DATA:

According to the Migrant Parent Involvement Specialist, no PAC meeting attendance lists exist from 1975-76. This year a total of 35 parents (duplicated count) attended the meetings. Figure IV-39 shows what this year's attendance lists reveal about attendance.

Figure IV-39: PARENTS ATTENDING DISTRICT PARENT INVOLVEMENT COUNCIL MEETINGS IN 1976-77.

Date	Number of Parents
11-11-76	11
12-01-76	6
1-13-77	5
2-10-77	2
3-17-77	0
4-04-77	4
4-28-77	0
5-03-77	1
5-12-77	6

33. Have the individual campus Parent Advisory Councils developed to a functioning level?

ANSWER: No. Only Oak Springs approached a functioning level with meetings in October and May. Only three other meetings were held, and two of these were for parents from more than one school. Parents of students at two schools did not have an opportunity to attend a local PAC meeting.

SUPPORTIVE DATA:

Local PAC Agendas

In order to determine if the individual campus PACs had developed to a functioning level, the Migrant Evaluator asked the Parent Involvement Specialist for the agendas of the local PAC meetings that had been held in 1976-77. Figure IV-40 shows the sites and dates for the five PAC meetings that were held, the schools invited, and the number of parents attending.

Figure IV-40: LOCAL PARENT ADVISORY COUNCIL MEETINGS HELD, 1976-77.

Site	Schools Invited	Date	Approximate Number Of Parents Attending
Oak Springs	Oak Springs (pre-k)	10-26-76	20
Travis Heights	Travis Heights & Mathews	11-03-76	*
Johnston	Johnston & Allan	11-15-76	17
Martin	Martin	1-13-77	5
Oak Springs	Oak Springs (pre-k)	5-10-77	35

*List of parents attending not available.

According to the minutes of these meetings, PAC officers were selected at the meetings at Oak Springs (10-26-76) and Johnston. At the meeting at Travis Heights volunteers were sought to attend the District-wide PAC meetings. There is no evidence to indicate that any PAC officers or District-wide PAC representatives were ever selected from Metz, Martin, or Fulmore. It is possible that the migrant parents at Metz met with the Title I Regular parents in a joint local PAC but no records exist to indicate that they were ever invited to attend, or that two of them were elected to membership, or that the Migrant Program community representatives had any involvement with the local PAC at Metz.

In failing to establish local campus PACs at all schools where required, the Migrant Program has failed to meet Federal regulations which state that a local education agency must establish an advisory council for each school served by a program funded under Title I of the Elementary and Secondary Education Act of 1965. (See Federal Register, Vol. 41, No. 189, Pg. 42911).

34. What sorts of activities have the Parent Involvement Specialist and the community representatives engaged in during the 1975-76 school year?

ANSWER: Inspection of the travel logs kept by the Parent Involvement Specialist and the community representatives showed that about three-quarters of their visits were made to homes, about 20% to schools, and about 5% to other places. Home visits were made for such purposes as registering students, getting various permission forms completed, etc. School visits were for delivering items from the Migrant Program office such as lists of students registered or circus tickets, getting students clothing sizes, attending PAC meetings, etc. Other visits were to workshops, meetings, taking students to the dentists, etc.

SUPPORTIVE DATA:

Travel Logs

In May, 1977, the Migrant Evaluator requested copies of the travel logs of the Parent Involvement Specialist, and the community representatives. To analyze the data two school days were randomly selected for each month from September through March for a total of 14 days. The activities of each day for each of the parental involvement personnel were then recorded. This process revealed that the records sent to the Office of Research and Evaluation were not complete. Some representatives quit, other logs had gaps of a few weeks or a month. No one had complete records for the entire period. Most were employed for less than an entire semester. As a result the records of only 39 days or what would be expected for about two and a half full-time employees were found. The results showed that the travel of the parental involvement personnel could be classified into three types; home visits, school visits, and other types of travel.

During the 39 days examined, they made 135 home visits, 39 school visits, and 9 other visits. This is 3.5 home visits, 1 school visit, and .2 other visits per day on the average. Figure IV-41 shows each type of visit as a percentage of the total.

After the activities of the randomly chosen days had been examined, the entire travel logs were scanned to get a summary of the different types of activities that fell under the three main headings. The results are found in Figure IV-42.

Figure IV-41: PERCENTAGE OF VISITS MADE TO HOMES, SCHOOLS, AND OTHER PLACES. (N=183 visits).

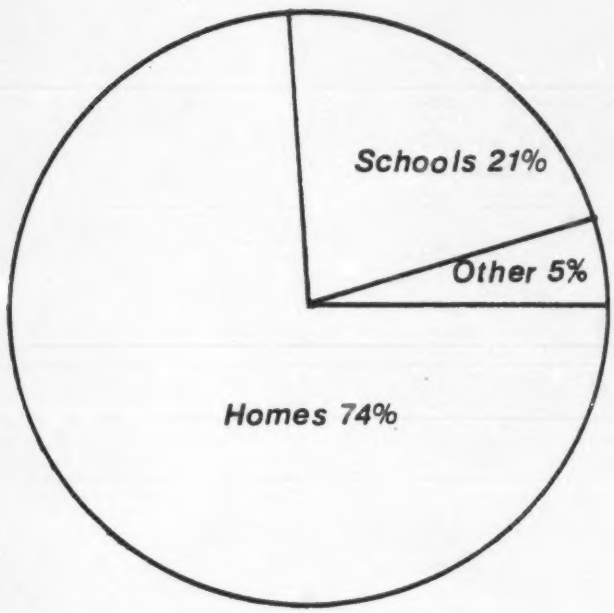


Figure IV-42: EXAMPLES OF ACTIVITIES IN WHICH THE PARENT INVOLVEMENT SPECIALIST AND COMMUNITY REPRESENTATIVES ENGAGED.

Home Visits

1. Sign up migrant students.
2. Get information to update health records.
3. Invite parents to local PAC meetings.
4. Get parents permission to purchase clothing.
5. Schedule clothing purchase trips.
6. Deliver clothing.
7. Check on school absences.
8. Deliver dental forms.
9. Pick up and deliver free lunch forms.

School Visits

1. Deliver message from Migrant Program office.
2. Help in planning Christmas program.
3. Deliver circus tickets.
4. Routine school visit (meeting with teacher to discuss eligible students, clothing tips, etc.).
5. Discuss support services for migrant students without a Migrant teacher in the school.
6. Attend PAC meeting.

Other Visits

1. Solicit Christmas tree donations from merchants.
2. Take students to the dentist.
3. Attend workshops and conferences.
4. Attend other meetings.

35. What are the staff development needs of the Migrant teachers?

ANSWER: Because the Migrant Program Coordinator did not assume his position until the middle of November, and because the Staff Development Component was dropped through the January amendment, the staff development needs assessment was not needed.

36. Has the Migrant Coordinator (by 10/31/76) developed a coordinated staff development and supervisory plan for migrant pre-kindergarten teachers and Migrant secondary teachers?

ANSWER: No.

SUPPORTIVE DATA:

The Migrant Coordinator was not hired until mid-November, 1976. The component under which this activity was listed was later dropped.

37. How effective were the secondary level staff development workshops?

ANSWER: Only one staff development session for secondary teachers was sponsored by the Migrant Program. The teachers who attended the workshop rated it lower on meeting its objectives than teachers in Austin usually rate workshops.

SUPPORTIVE DATA:

Workshop Reaction Forms

The Migrant Program sponsored only one workshop for secondary teachers during the 1976-77 school year. Although teachers attended other workshops throughout the year the only one evaluated was the one sponsored by the Migrant Program.

The instrument used to evaluate the workshop was developed for evaluating the workshops of the Title VII Bilingual Program. It has been used extensively (over 100 times) for that purpose. Prior to the workshop three objectives were developed; a Workshop Objective, a Process Objective, and a Student Outcome Objective. The objectives for the Migrant Program workshop on oral language development (OLD) are listed below.

> Workshop Objective: Teacher competencies in developing OLD activities which complement their students' instruction in subject matter areas will be increased.
>
> Process Objective: Teachers will use OLD activities which complement their students' instruction in subject matter areas.
>
> Student Outcome Objective: Students will increase their oral language skills.

These objectives were posted at the workshop site. After the meeting the teachers were asked to rate the degree to which the Workshop Objective had been met, whether or not the workshop would contribute to meeting the Process and Student Outcome Objectives, and how knowledgeable and prepared the consultant was. The scale used to rate the statements about the objectives is given below.

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

The average ratings given by the five teachers who responded can be found in Figure IV-43. Compared to the responses given by Bilingual Program teachers used to norm the instrument, the teachers rated this workshop low. The percentile ranking for the statements rated were from the

8th to the 14th. Figure IV-43 shows the percentile rankings. Although the mean ranking for the fourth statement was the highest, its percentile score was the lowest since the norm group tended to rate that statement even higher.

Figure IV-43: WORKSHOP REACTION FORM. (N=5).

Statement	Average Rating	Percentile*
1. I feel this session has met its Workshop Objective(s).	3.4	9th
2. I feel this session will contribute to my meeting the Process Objective(s).	3.4	14th
3. I feel this session will contribute to my meeting the Student Outcome Objective(s).	3.4	14th
4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic.	3.8	8th

*Based on a norm group of ratings of over seventy-five workshops by Bilingual Program teachers. May not give accurate estimates of percentile rankings for Migrant teachers.

38. How effective are the pre-kindergarten level staff development workshops?

ANSWER: No pre-kindergarten level staff development workshops were sponsored by the Migrant Program in 1976-77. The Migrant pre-kindergarten teachers attended other workshops, but they were not evaluated.

39. Has the Migrant Coordinator (by 9/30/76) in collaboration with the Personnel Department developed and implemented a procedure to inform the school administration as to responsibilities for the supervision and evaluation of all migrant personnel assigned to each respective campus administrator?

ANSWER: No. The Migrant Coordinator position was not filled until mid-November.

SUPPORTIVE DATA:

Communication with the Director of Developmental Programs during September, 1976, indicated that no procedure was developed. The Staff Development Component under which this activity was listed was dropped through the January amendment.

40. Has the Migrant Coordinator (by May, 1976) made fifteen regular classroom observations of each Migrant teacher to assess the effectiveness of instruction?

ANSWER: No. The component under which this activity was listed was dropped in January by amendment.

41. Have all MSRTS forms been returned from the data base by May 31, 1977?

ANSWER: Yes, except for those of 26 students who were registered with the program after March 1, 1977.

SUPPORTIVE DATA:

According to one of the MSRTS clerks, all MSRTS blue forms for students registered prior to March 1, 1977 had been returned from the data bank in Little Rock, Arkansas. The students for whom MSRTS blue forms had not been returned were primarily four-year-olds who were being registered for the pre-kindergarten summer school program.

These results indicate that the MSRTS clerks had been more efficient this year than in the recent past when many registrations were not sent to the data bank in a timely manner.

42. How do Migrant teachers think the identification and recruitment of migrant students can be improved?

ANSWER: The teachers had five suggestions.

1. School personnel should be alerted to the possibility that late-entering students may be migrants.

2. Local radio stations and community newspapers should be used to inform parents about the Migrant Program.

3. AISD should better coordinate its activities with other agencies which deal with migrant students.

4. The program should hire personnel with a closer relationship with the migrant community.

5. A notation indicating his migrant status should be placed in each migrant student's permanent folder.

SUPPORTIVE DATA:

Teacher Interview

As part of the Teacher Interview, the eight Migrant teachers who were with the Migrant Program in November, 1976, were asked how the recruitment and identification of migrant students could be improved. They responded with the five suggestions listed above.

43. How do parents think the identification and recruitment of migrant students can be improved?

ANSWER: The parents of migrant students currently learn about the program from a Migrant Program community representative (43%) or from other migrant parents or friends (37%). A group of sixteen parents made the following recommendations for improvement.

1. Make announcements about the program in churches.
2. Make announcements about the program in the schools.
3. Inform the public through newspaper, radio, and television announcements.
4. Ask migrant parents if they know of other migrant families.

SUPPORTIVE DATA:

Parent Interview

In late November and early December, 1976, the Parent Involvement Specialist and the community representatives asked two questions of 16 parents they met during registration visits. One of the questions was how they thought the recruitment and identification of migrant students could be improved. The responses of the 12 parents who gave a response are listed above.

Parent Questionnaires

In March, 1977, questionnaires were sent to the parents of migrant students. One of the questions asked them how they first learned about the Migrant Program in Austin. Forty-three percent first learned of the program through a community representative. Thirty-seven percent learned through other migrant parents or friends. Of the parents of students with a Migrant teacher, 24% learned of the program through the school their child attended.

44. How do principals with Migrant Program teachers in their schools think the identification and recruitment of migrant students can be improved?

ANSWER: The principals had the following suggestions about how recruitment and identification can be improved. Most reflect ongoing activities in some schools.

1. At school registration time:
   a. have interested parents sign up for later interviews by community representatives,
   b. publicize the program through a booth manned by a community representative.

2. Arrange for stories about the program to be placed in all appropriate neighborhood newspapers.

3. Have in house people (registrar, counselors, etc.) alert to the possibility that late arriving students may be migrants.

4. Recruit through classroom announcements with an accompanying attempt to show the importance of the migrant worker to food production.

5. Have a specific person within each school interview all late arriving students to determine why they enroll late.

6. Attach a note to each migrant student's folder so that the migrant designation moves with him from school to school.

SUPPORTIVE DATA:

The six principals with Migrant teachers in their schools in November were interviewed at that time by the Migrant Evaluator. They were asked the following question:

> At present the migrant students are identified and recruited primarily through the use of the previous year's migrant student lists. Do you think that this is a satisfactory procedure? Do you have any recommendations for change?

Their responses were the suggestions listed above.

V

GLOSSARY

Five-Year Migrant - a child who has migrated within the last five years but not within the last year.

Migrant Child - a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his family might secure employment in agriculture or in related food processing activities.

Migrant Class - the time migrant students spend working with a Migrant teacher.

Migrant School Principal - a principal with a Migrant teacher in his school.

Migrant Student - a migrant child registered with the Migrant Program.

Migrant Teacher - a teacher hired by the Migrant Program to serve migrant students.

One-Year Migrant - a child who has migrated within the last year.

Pre-kindergarten Migrant Teacher - a teacher in the Migrant Program's component for four-year-olds.

School With a Migrant Teacher - one of the following schools; Mathews, Metz, Oak Springs, Travis Heights, Allan, Fulmore, Martin, and Johnston.

"Secondary" Migrant Teacher - a Migrant teacher with students in the sixth grade or above.

State Compensatory Education (SCE) - a state funded compensatory education program operating primarily in the sixth grade schools.

Title I - the first section of the 1965 Elementary and Secondary Act (ESEA) which provides funds and programs in compensatory education. AISD's Title I Regular and Title I Migrant Programs are funded under this title.

Title VII - another section of the 1965 ESEA. This title funds the District's bilingual education program.